

# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.



VOLUME LIII., No. 14.  
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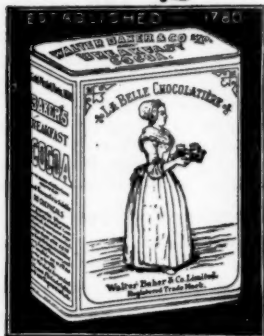
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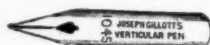
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A Weekly Journal of Education.

Vol. LIII.

For the Week Ending October 17.

No. 14

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## My Pedagogic Creed. III.

Richard G. Boone.

In reply to a letter from the editor, Dr. Boone sends the following statement:

In spite of the term's etymology, one's creed usually includes a good deal that can not be expressed in formal theses. Between the belief that takes form in explicit judgments and the unquestioned though undefined faith that underlies, there are no sharp lines of demarcation. The best that one believes eludes statement. The final effort to put it into words may be still unsatisfactory.

Any serious-minded person's religious creed reveals this discrepancy. It is true of political beliefs and personal standards of conduct. Like all expression—even

the instrument of one's education, and exists for that purpose. Set over against the intelligence of the mind is the intelligible world. The happenings of nature are meaningful and therefore educative. Its reasonableness constitutes it the instrument it is. Tracing out lines of significance, following up sequences, working out interpretations, grouping and relating phenomena and experiences—these are the steps in the educational process. Scrappy learning, disconnected ideas, are not educative or fruitful in development. The child is educated whatever the environment, provided only there be an environment that has meaning and unity and a purpose. To trace its laws and enjoy its service and use it toward high personal and social ends is the business of every one, child and man. The incidental maturing process is education.

As a third part of this creed it is affirmed that there is in the child a natural love for knowledge: an impulse to unfold that is native and constant and is manifest in this craving.

Between the universe of things and phenomena to be known and enjoyed and used, and the mind which is fitted to know and enjoy and use, there is a real and abiding affinity,—an adaptation of each for the other. To the unspoiled child knowledge is attractive, because it is knowledge. Primarily it is an impersonal and unselfish affinity. Things invite him. A world of happenings exists for him, and belongs to him, and finds in his pleasure and service its only reason for being; whatever is, is his opportunity.

To save this spontaneous and unshamed and many-sided interest in things and persons and affairs, and make it active in adult years is the great purpose of teaching. This interest in knowing is better than knowledge; as an abiding purpose and an intelligent effort to do right chastens a life of mistakes. Better a joyous unreserved pleasure in the beautiful than the most critical estimate of any individual work of art. Openness of mind, and touchableness of heart, effort, experiment,—these are at once the condition and the means of maturing. If these be wanting, the ripest culture stagnates. In the unspoiled child, they are *not* wanting,—even in the average child—but are often, if not usually, pronounced and insistent and regenerative. That it is so, is the saving fact for the teacher. This internal urgency of the child is the one reasonable and ever present motive to which appeal may be made. All other motives, or so-called motives, are artificial, and on the surface, and of transient force. The opportunity of every teacher is to find this open door to a child's loves and interests.



RICHARD G. BOONE,

President of the Michigan State Normal School at Ypsilanti.

the best,—of the deepest things of the heart, they are compromises.

Nevertheless one should, having a reason for the faith that is in him, be able to make an approximate statement of the essentials of his creed. And, touching education, this I venture, by your invitation to do.

Education is a natural and inevitable process—a quality of the mind, incident to one's personality, and not something transferred or acquired. The child is educated whatever be his environment. The process which is one of maturing, can not be prevented, though it may be hindered and distorted. Scholarship is an *unessential* element, though a very desirable incident and means of furthering a wholesome education.

As a second clause in this statement it is held that the world of thing and mind and force and happening is

Sincerely Yours,

Richard G. Boone

Ypsilanti, Mich.

## Correlation of Studies.

By WILLIAM T. HARRIS.\*

In the report of the Committee of Fifteen on the correlation of studies it was partly assumed that the studies of the school fall naturally into five co-ordinate groups, thus permitting a choice within each group as to the arrangement of its several topics, some finding a place early in the curriculum and others later. These five co-ordinate groups were, first, mathematics and physics; second, biology, including chiefly the plant and the animal; third, literature and art, including chiefly the study of literary works of art; fourth, grammar and the technical and scientific study of language, leading to such branches as logic and psychology; fifth, history and the study of sociological, political, and social institutions. Each one of these groups, it was assumed, should be represented in the curriculum at all times by some topic suited to the age and previous training of the pupil. This would be demanded by the two kinds of correlation defined in that report as (1) "symmetrical whole of studies in the world of human learning," and (2) "the psychological symmetry, or the whole mind."

The first period of school education is education for culture and education for the purpose of gaining command of the conventionalities of intelligence. These conventionalities are such arts as reading, and writing, and the use of figures, technicalities of maps, dictionaries, the art of drawing, and all of those semi-mechanical facilities which enable the child to get access to the intellectual conquests of the race. Later on in the school course, when the pupil passes out of his elementary studies, which partake more of the nature of practice than of theory, he comes in the secondary school and the college to the study of science and the technic necessary for its preservation and communication. All these things belong to the first stage of school instruction, the aim of which is culture. On the other hand, post-graduate work and the work of professional schools have not the aim of culture so much as the aim of fitting the person for a special vocation. In the post-graduate work of universities the demand is for original investigation in special fields. In the professional school the student masters the elements of a particular practice, learning its theory and its art.

It is in the first part of education—the schools for culture—that the five co-ordinate branches should be represented in a symmetrical manner. It is not to be thought that a course of university study, or that of a professional school should be symmetrical. The study of special fields of learning should come after a course of study for culture has been pursued in which the symmetrical whole of human learning and the symmetrical whole of the soul are considered. From the primary school, therefore, on through the academic course of the college, there should be symmetry, and five co-ordinate groups of studies represented at each part of the course, at least in each year, although perhaps not throughout each part of the year.

Commencing with the outlook of the child upon the world of nature, it has been found that arithmetic or mathematical study furnishes the first scientific key to the existence of bodies and their various motions. Mathematics in its pure form, as arithmetic, algebra,

geometry, and the application of the analytical method, as well as mathematics applied to matter and force or statics and dynamics, furnishes the peculiar study that gives to us, whether as children or as men, the command of nature in this, its quantitative aspect. Mathematics furnishes the instrument, the tool of thought, which gives us power in this realm. But useful, nay essential, as this mathematical or quantitative study is for this first aspect of nature, it is limited to it, and should not be applied to the next phase of nature, which is that of organic life; for we must not study in the growth of the plant simply the mechanical action of forces, but we must subordinate everything quantitative and mathematical to the principle of life or movement according to internal purpose or design. The principle of life or biology is no substitute, on the other hand, for the mathematical or quantitative study. The forces, heat, light, electricity, magnetism, galvanism, gravitation, inorganic matter—all these things are best studied from the mathematical point of view. The superstitious savage, however, imposes upon the inorganic world the principle of biology. He sees the personal effort of spirits in winds and storms, in fire and flowing streams. He substitutes for mathematics the principle of life, and looks in the movement of inanimate things for an indwelling soul. This is the animistic standpoint of human culture—the substitution of the biologic method of looking at the world for the quantitative or mathematical view.

The second group includes whatever is organic in nature—especially studies relating to the plant and the animal—the growth of material for food and clothing, and in a large measure for means of transportation and culture. This study of the organic phase of nature forms a great portion of the branch of study known as geography in the elementary school. Geography takes up also some of the topics that belong to the mathematical or quantitative view of nature, but it takes them up into a new combination with a view to show how they are related to organic life—to creating and supplying the needs of the plant, animal, and man. There is, it is true, a "concentration" in this respect that the mathematical or quantitative appears in geography as subordinated to the principle of organic life, for the quantitative—namely, inorganic matter and the forces of the solar system—appear as presuppositions of life. Life uses this as material out of which to organize its structures. The plant builds itself a structure of vegetable cells, transmuting what is inorganic into vegetable tissue; so, too, the animal builds over organic and inorganic substances, drawing from the air and water and from inorganic salts and acids, and by use of heat, light, and electricity converting vegetable tissue into animal tissue. The revelation of the life principle in plant and animal is not a mathematical one; it is not a mechanism moved by pressure from without or by attraction from within; it is not a mere displacement or an aggregation, or anything of that sort. In so far as it is organic, there is a formative principle which originates motion and modifies the inorganic materials and the mere dynamic forces of nature, giving them special form and direction, so as to build up vegetable or animal structures.

Kant defined organism as something within which every part is both means and end to all the other parts; all the other parts function in building up or developing each part, and each part in its turn is a means for the complete growth of every other part. These two

\*From report of U. S. Commissioner Harris for 1893-94, issued recently.

phases of nature, the inorganic and the organic, exhaust the entire field. Hence a quantitative study conducted in pure and applied mathematics and biology (or the study of life in its manifestations) covers nature.

It has been asked whether drawing does not belong to a separate group in the course of study, and whether manual training is not a study co-ordinate with history and grammar. There are a number of branches of study such as drawing, manual training, physical culture, and the like, which ought to be taught in every well regulated school, but they will easily find a place within the five groups so far as their intellectual co-efficients are concerned. Drawing, for instance, may belong to art or æsthetics on one side, but practically it is partly physical training with a view to skill in the hand and eye, and partly mathematical with a view to the production of geometric form. As a physical training its rationale is to be found in physiology, and hence it belongs in this respect to the second phase of the study of nature. As relating to the production of form it belongs to geometry and trigonometry and arithmetic, or the first phase of nature, the inorganic. As relating to art or the æsthetic, it belongs to the third group of studies, within which literature is the main discipline.

But besides literature there are architecture, sculpture, painting, and music to be included in the æsthetic or art group of studies. Manual training, on the other hand, relates to the transformation of material such as wood or stone or other minerals into structures for human use, namely, for architecture and for machines. It is clear enough that the rationale of all this is to be found in mathematics, hence manual training does not furnish a new principle different from that found in the first or the second study relating to nature.

The first study relating to human nature, as contrasted with mere organic and inorganic nature, is literature. Literature, as the fifth and highest of the fine arts, reveals human nature in its intrinsic form. It may be said in general that a literary work of art, a poem, whether lyric, dramatic, or epic, or a prose work of art, such as a novel, or a drama, reveals human nature in its height and depth. It shows the growth of a feeling or sentiment first into a conviction and then into a deed; feelings, thoughts, and deeds are thus connected by a literary work of art in such a way as to explain a complete genesis of human action. Moreover, in a literary work of art there is a revelation of man as a member of social institutions.

The nucleus of the literary work of art is usually an attack of the individual upon some one of the social institutions of which he is a member, namely, a collision with the state, with civil society, or with the church. This collision furnishes an occasion for either a comic or a tragic solution. The nature of the individual and of his evolution of feeling into thoughts and deeds is shown vividly upon the background of institutions and social life. The work of art, whether music, painting, sculpture, or architecture, belongs to the same group as literature, and it is obvious that the method in which the work of art should be studied is not the method adopted as applicable to inorganic nature or to organic nature. The physiology of a plant or an animal, and the habits and modes of growth and peculiarities of action on the part of plants and animals, are best comprehended by a different method of study from that which should be employed in studying the work of art.

The work of art has a new principle, one that transcends life. It is the principle of responsible individuality and the principle of free subordination on the part of the individual to a social whole. It is in fact the exercise of original responsibility in opposition to a social whole, and the consequent retribution or other reaction that makes the content of the work of art. Further discussion is not necessary to show how absurd would be a purely mathematical treatment, or a biological treatment, of a work of art. Mathematics and biology must enter into a consideration of works of art only in a very subordinate degree. It would be equally absurd to attempt to apply the method in which a work of art should be studied to the study of an organic form or to the study of inorganic matter and forces.

The next co-ordinate branch includes grammar and language, and studies allied to it, such as logic and psychology. In the elementary school we have only grammar. Grammar treats of the structure of language; there is a mechanical side to it in orthography, and a technical side to it in etymology and syntax. But one cannot call grammar in any peculiar sense a formal study any more than he can apply the same epithet to one of the natural sciences. Natural science deals with the laws of material bodies and forces. Laws are forms of acting or of being, and yet by far the most important content of natural science is stated in the laws which it has discovered. So in the studies that relate to man the forms of human speech are very important. All grammatical studies require a twofold attitude of the mind, one toward the sign and one toward the signification; the shape of a letter or the form of a word or the peculiarity of a vocal utterance, these must be attended to, but they must be at once subordinated to the significance of the hidden thought which has become revealed by the sign or utterance.

The complexity of grammatical study is seen at once from this point of view. It is a double act of the will focusing the attention upon two different phases at once, namely, upon the natural phase and the spiritual phase, and the fusion of the two in one. Looking at this attitude of the mind, at this method of grammatical study, we see at once how different it all is from the attitude of the mind in the study of a work of art. In grammar we should not look to an evolution of a feeling into a thought or a deed; that would be entirely out of place. But we must give attention to the literal and prosaic word written or spoken, and consider it as an expression of a thought. We must note the structure of the intellect as revealed in this form. The word is a part of speech, having some one of the many functions which the word can fulfil in expressing a thought. Deeper down than grammatical structure is the logical structure, and this is a more fundamental revelation of the action of pure mind. Logic is, in fact, a part of psychology. Opening from one door toward another, we pass on our way from orthography, etymology, and syntax to logic and to psychology. All the way we use the same method; we use the sign or manifestation as a means of discovering the thought and the scientific classification of the thought.

Much has been said in the report of the Committee of Fifteen on the abuse of grammar in the study of literary works of art. The method of grammar leads to wonderful insight into the nature of reason itself. It is this insight which it gives us into our methods of think-



ing and of uttering our thoughts that furnishes the justification for grammar as one of the leading studies in the curriculum. Its use in teaching correct speaking and writing is always secondary to this higher use, which is to make conscious in man the structure of his thinking and expression. Important as it is, however, when it is substituted for the method of studying art, it becomes an abuse. It is a poor way to study Shakespeare, Milton, Chaucer, and the Bible to grammatically parse them or analyze them, or to devote the time to their philological peculiarities, the history of the development of their language, or such matters. The proper method of studying the work of art is not a substitute for that in grammar; it does not open the windows of the mind toward the logical, philological, or psychological structure of human thought and action.

There is a fifth co-ordinate group of studies, namely, that of history. History looks to the formation of the state as the chief of human institutions. The development of states, the collisions of individuals with the state, the collisions of the states with one another—these form the topic of history. The method of historic study is different from that in grammatical study and also from that in the study of literary and other works of art. Still more different is the method of history from those employed in the two groups of studies relating to nature, namely, the mathematical and biological methods. The history of literature and science has many examples of misapplications of method. For instance, Buckle, in his *History of Civilization*, has endeavored to apply the biological method and to some extent that of physics, apparently thinking that the methods of natural science, which are so good in their application to organic and inorganic nature, are likewise good for application within the realm of human nature. The reader of Buckle will remember, for instance, that the superstitious character of the Spanish people is explained by him as due to the frequency of earthquakes in the Peninsula. In selecting a physical cause for explaining a spiritual effect, Mr. Buckle passed over the most obvious explanation, which is this: The people of Spain were for many centuries on the marches or boundaries of Christian civilization and over against a Moslem civilization. Wherever there is a borderland between two conflicting civilizations—a difference either political or religious—there is a sharpening of the minds of the people so far as to produce the effect of opposition and bigotry. A continual effort to hold one's religious belief uncontaminated by the influence of a neighboring people leads to narrowness and to a superstitious adherence to forms. Narrowness and bigotry in religion are the foes to science and the friends to all manner of superstitions.

Mr. Buckle's work has interested people very much because it is an attempt to bring the methods of natural science into the study of human history. But it cannot be regarded as anything more than an example of the attempt to substitute for the true method in history a method good only in another province.

In biology the whole animal is not fully revealed in each of his members, although, as stated in Kant's definition, each part is alike the means and the end for all the others. The higher animals and plants show the greatest difference between parts and whole. But in history it is the opposite; the lower types exhibit the greatest difference between the social whole and the in-

dividual citizen. The progress in history is toward freedom of the individual and local self-government. In the highest organisms of the state, therefore, there is a greater similarity between the individual and the national whole to which he belongs. The individual takes a more active part in governing himself. The state becomes more and more an instrument of self-government in his hands. In the lowest states the gigantic personality of the social whole is all and all, and the individual personality is null, except in case of the supreme ruler and in the few associated with him.

The method of history keeps its gaze fixed upon the development of the social whole and the progress which it makes in realizing within its citizens the freedom of the whole. This method, it is evident enough, is different from those in literature and grammar; different also from the biological and the mathematical methods. In history we see how the little selves or individuals unite to form the big self or the nation. The analogies to this found in biology, namely, the combination of individual cells into the entire vegetable or animal organism, are all illusive so far as furnishing a clew to the process of human history.

From the above considerations it is possible to see what is the relation of this inquiry into educational values to the questions of child study and other topics in psychology, as well as to the Herbartian principle of interest. First and foremost the teacher of the school has before him this question of the branches of learning to be selected. These must be discovered by looking at the grown man in civilization rather than at the child. The child has not yet developed his possibilities. The child first shows what he is truly and internally when he becomes a grown man. The child is the acorn. The acorn reveals what it is in the oak only after a thousand years. So man has revealed what he is, not in the cradle, but in the great world of human history and literature and science. He has written out his nature upon the blackboard of the universe.

In order to know what there is in the human will we look into Plutarch's *Parallel Lives*. To see what man has done in philosophy we read Plato, Aristotle, Leibnitz, and Hegel. For science we look to the Newtons and Darwins. We do not begin, therefore, with child study in our school education. But next after finding these great branches of human learning we consider the child, and how to bring him from his possibility to his reality. Then it becomes essential to study the child and his manner of evolution. We must discover which of its interests are already on the true road toward human greatness. We must likewise discover which ones conflict with the highest aims, and especially what interests there are that, although seemingly in conflict with the highest ends of man, are yet really tributary to human greatness, leading up to it by winding routes. All these are matters of child study, but they all presuppose the first knowledge, namely, the knowledge of the doings of mature humanity. There can be no step made in rational child study without keeping in view constantly these questions of the five co-ordinate groups of study.—From "Report of Com. of Education."



National Educational Association meets at Milwaukee, Wis., July 6 to 9.

## The Educator Must Lead.

In a brief, but extremely suggestive article on "Goethe's Pedagogics," contributed to the October number of the *Kindergarten Magazine*, Dr. William T. Harris invites attention to what he calls "the theory of arrested development," i. e., "the influence of school work to fit the pupil in permanent habits of mind on a lower plane and stop progressive development into higher activities of mind." The advocates of "thoroughness," "more drill," etc., in the rudimentary studies, might well sit down and ponder over this doctrine.

Dr. Harris also shows by the example of "Wilhelm Meister" that it is by no means sufficient for a teacher to discover the natural tendencies of a child and give them full swing, because "they may be *wrong* tendencies, and if . . . made permanent . . . may wreck the whole life."

The following words of Dr. Harris are particularly apt at this time when the mists of sentimentality and anti-nomianism are filling the educational air:

"Education causes the pupil to put on models of behavior not his own, but ideals which he should realize in himself. At first there is a great difference between the real character of the pupil and the ideal which he is made to impersonate. He acts better than his impulses and desires. His desires are childish, often in bad taste and sometimes immoral. But he represses his own feelings and tendencies and assumes an ethical ideal, acting it after the manner that an actor plays his part. By-and-by this ideal which he assumes becomes to him a second nature and he is then educated."

In other words, not the child is to lead, but the educator whose mind is enlightened by the experience of the race and whose heart is filled with a conscious ideal which he desires to implant into the child's soul, so that the latter may grow up as fit member of that civilization in which he has to take his part and which one day he may be called upon to advance.

## Child Study.

### PRODUCTS OF CHILD THOUGHT.

In a compact volume of 500 pages Mr. James Sully gives a large amount of interesting matter concerning children. They are disposed to regard all they see as being solid. Then they will touch shadows and sunlight on the wall. One child gathered sunlight in her hand and put it on her face; she also wished to wash some black smoke; she asked to be lifted up high so she could see the wind. Another girl aged nine said she would like to live in Milbury and gave as a reason that "there was such a lot of wind there; it's all blowing that way."

Some children in London on being asked what things in the room were alive said the smoke and the fire. Another child wanted to give a biscuit to a locomotive. This idea that moving things have life is shared by savages who took a moving steamer for a big animal. A boy finding a cushion he was sitting on slipping from under him declared it was alive. Another declared her hoop was alive; "it is so sensible; it goes when I want it to."

This tendency to consider things alive leads to their conceiving them as able to grow. A boy remarked that his stick would grow bigger. As to causes of motion, a boy said he accounted for the wind's moving by referring it to two trees that swayed back and forth.

The impressive phenomena of thunder and lightning are variably explained by children; thunder, one thought, was God growing angry, or by his walking heavily on the floor of heaven, or by his hammering, or by his having his coals run in. Lightning was attributed to God's burning the gas quickly or as striking many matches at once.

A case is given of a child who had heard of an earthquake and asking if it was likely to occur there. Her brother said, "Why no, they don't have earthquakes in little towns like this."

A little boy did not want to be put to bed in a certain

room "because there were so many dreams there." This reflects the early thought of the race which gave a reality to the things seen in dreams.

A little girl of three said to her mother: "When I am a big girl and you are a little girl I shall whip you just as you whipped me now." The idea that persons will grow small when they grow old seems to be common to children. One child asked, "Do people turn back into babies when they get quite old?" Mr. Sully asks if our playful way of calling children "little old men" does not aid to this conclusion.

The origin of human beings is a matter he puzzles over. One asked his mother, "Mamma where did I tum from?" And then he replied, "Mamma did buy me in shop." Another seeing the sign "Families supplied," begged his mother to get him a baby—thinking that the shop could supply anything.

About his body there is much speculation. A little girl thought it was the little hairs in her eyelids coming against the lids that made her sleepy. At a later stage the head becomes a principal portion of the bodily self; when he learns that we think with our brains he supposes the thoughts travel down to the mouth when we speak. A child shut its eyes and told its mother she could not see her; her mother said, "I can see you but you cannot see me." The child said, "You can see my body but not me." The same child when playing with her dolls said, "Mother, am I real or only a pretend like my doll?" This child took compassion on the poor autumn leaves dying on the ground.

## For the Pupils' Use.

### THE OPOSSUM.

This can be used as a topic exercise by a pupil; the drawing can be put on the blackboard if preferred; it will be excellent for a Friday afternoon exercise. Such exercises impart information to the entire school; they give courage and power of statement to pupils.

The opossum is an exceedingly intelligent animal; it is nocturnal in its habits; it eats bird's eggs, young squirrels, berries, and certain roots that have a good taste. It is very destructive of young chickens and it knows which are tender, it never selects an old hen. It has the power to feign death; and many have been deceived; leaving it for dead they have come back to find it gone. You might be deceived by it. May beat it, kick it, cuff it, knock it about, throw it many feet in the air and let it fall heavily to the ground without effecting an apparent muscle quiver or moving of the chest. One may poke it with a sharp knife, pierce it with needles or pins, force open its jaws to breaking; still will it give forth no outcry or offer any evidence of life. Nothing can be more complete, than this simulation of death. On one occasion, one barrel after another of a six-shooter, was fired off in quick succession, within an inch of the ear of a death feigning 'possum without exciting in it a single impulse of life.

Another peculiarity of the opossum is that like the hibernating animals, it gathers a great amount of fatness towards the approach of winter; but it does not hibernate. It may be found any night during the cold season gathering the fruit of the persimmon or wandering in the woods in search of nutriment. With the approach of spring the fatty deposit begins to disappear. The young are born in an immature state, being both blind and deaf and are from thirteen to eighteen in number and are immediately transferred to the pouch of the mother, where they remain about four weeks, when they make short excursions into the outer world, gradually extending them for about a week, and then desert the sheltering pocket altogether. When they first take lodgement they are scarcely an inch in length, the tail included, but when they emerge they are nearly as large as rats.

This distinguishes them as belonging to the marsupial class, like the kangaroo.

The next meeting of the N. E. A., will be at Milwaukee, Wis., July 6 to 9, 1897.



## Arithmetic in the Kansas City Schools.

Much has been said and written about arithmetic in the Kansas city ward schools. I don't know why this is so, for it is in no way unique. Other schools in other places have the same books, have as bright children, as efficient teachers and in many instances, I doubt not, as wonderful results.

The arithmetic wave struck us the year of the World's fair. There may have been isolated cases where some one was doing special work along the line of numbers prior to this time,—but nothing was heard of it.

Our principals and teachers generally visited the Chicago schools in 1893—or if not it was their loss, and enough did to become infected by the arithmetic fever that was well developed there (especially in the school at 24th and Michigan avenue, under the supervision of William Speer), the contagion of which they communicated to the other teachers in this city.

And the enthusiasm spread. All of the schools entered the race and kept in, while three schools led neck and neck. These three are the Morse, Principal Bigeley; the Humboldt, Principal Longan; and the Scarritt, Principal Hisey. I have named these schools alphabetically, not meaning to give precedence to any one. Each has made a reputation for his school in this one branch and it would require an expert to differentiate as to quantity and quality.

To the ordinary observer it would seem that their method is to present to the learner a sort of triune idea of unity—its divisibility, and its multiplicity, or better, its multeity. The child learns *one*, the parts of one, and two, three, four, ones.

In a rural school a few weeks ago, a teacher gave as a reason for not teaching the child the fractional parts of *one*, after he had taught *one*, that his patrons would think he was losing time and would discharge him if his pupils couldn't count and write the figures up to 25 by the end of the first week. Asked if the child understood that 10 was ten ones, and that 10 meant nine ones more than one, he said he thought the child understood that ten came after nine and that was enough.

But that isn't enough and in our schools the greatest effort is made to have the children start right. To get the relation of numbers from the first. The youngest child can take the liquid measures in his hands, dip water with them until he sees the relation of the pint to the gallon and directly he knows *one* and *one-eighth* of *one*. And so on from the concrete to the abstract. The children learn fractions and denominate numbers from the very first and the time usually spent in the arithmetic can be materially shortened. The subject of percentage has no terrors, for it has gone right along with denominate numbers and fractions, it being quite as easy to recognize  $33\frac{1}{3}$  per cent. of a yard as  $\frac{1}{3}$  of a yard or as 1 foot.

The following is a number lesson in the first grade seen at the Scarritt school:


*Teacher.*—Look at the upper half of the oblong. Look at the little oblong in the middle of the lower half. In the upper right

corner. In the lower part of the left third, etc. This is what part of the right third?

*Pupil.*—It is one-half of the right third.

*T.*—This sixth is what part of the upper half?

*P.*—It is one-third of the upper half.

*T.*—Look at the left third and the middle third. The sixth in the upper left corner is what part of the two-thirds?

*P.*—It is one-fourth of the two-thirds.

*T.*—Erase one sixth. Look at the five-sixths that are left. Erase another sixth. Now with a heavy line put back what you have erased. Look at the sixth in the upper right corner. What part is it of the right third, of the half, of the two-thirds, of the five-sixths, and of the entire oblong?

*P.*—That sixth in the upper right corner is one-half of the right third, one-third of the half, one-fourth of two-thirds, one-fifth of five-sixths, and one-sixth of the entire oblong.

*T.*—Compare five-sixths with each of the other parts.

*P.*—Five-sixths are five one-sixths, five halves of one-third, five-thirds of one-half, five-fourths of two thirds and five-sixths of the entire oblong.

The pupils are trained to see relations and questioned until they do, no matter how long it takes, and then drilled, drilled, drilled.

The proof that it isn't mere rote work with them, is that they have stood every test that has yet been tried. They certainly see the relations of the parts to the whole.

In the Humboldt school the following is a lesson in the first grade, 6½ months in school:

*Q.*—In eight-eighths of a gallon of water there are how many gallons of water?

*Joy H.*—In eight-eighths of a gallon of water there is one gallon of water.

*Q.*—In eight-eighths of a gallon of water there are how many one-fourths?

*Louisa.*—In eight-eighths of a gallon of water there are four one-fourths of a gallon of water.

*Q.*—In six-eighths of a gallon of water there are how many one-fourths of a gallon of water?

*Olga.*—In six-eighths of a gallon of water there are three one-fourths of a gallon of water.

*Q.*—In one-half of a gallon of water there are how many one-fourths of a gallon of water?

*Freda.*—In one-half of a gallon of water there are two one-fourths of a gallon of water.

*Q.*—In one-half of a gallon of water there are how many one-eighths?

*Anna.* In one-half of a gallon of water there are four one-eighths of a gallon of water.

*Q.*—One-eighth of a gallon of water taken from one-half of a gallon of water leaves what?

*Freda.*—One-eighth of a gallon of water taken from one-half of a gallon of water leaves three-eighths of a gallon of water.

*Q.*—One-fourth of a gallon of water taken from one-half of a gallon of water leaves one-fourth of a gallon of water.

*Q.*—One-eighth of a gallon of water taken from one-fourth of a gallon of water leaves what?

*Joy L.*—One-eighth of a gallon of water taken from one-fourth of a gallon of water leaves one-eighth of a gallon of water.

*Q.*—One-fourth of a gallon of water taken from five-eighths of a gallon of water leaves what?

*Freda.*—One-fourth of a gallon of water taken from five-eighths of a gallon of water leaves three-eighths of a gallon of water.

*Q.*—One-fourth of a gallon taken from seven-eighths of a gallon leaves what?

*Charley.*—One-fourth of a gallon taken from seven-eighths of a gallon leaves five-eighths of a gallon.

*Q.*—One-half and one-fourth are what?

*Olga.*—One-half and one-fourth are three-fourths.

*Q.*—One-fourth and one-eighth are what?

*Olga.*—One-fourth and one-eighth are three-eighths.



Q.—Three eighths and one-fourth are what?

Jim.—Three eighths and one-fourth are five eighths.

Q.—Five eighths and one-fourth are what?

Charley.—Five eighths and one-fourth are seven eighths.

Q. In six eighths there are how many one-eighths?

Charley.—In six eighths there are six one-eighths.

Q. In six eighths there how many one-fourths?

Freda.—In six eighths there are three one-fourths.

Q. In one-half there are how many one-eighths?

Ivy.—In one-half there are four one-eighths.

Q. In one-fourth there are how many one-eighths?

Boyd.—In one-fourth there are two one-eighths.

Q. In six eighths there are how many three-eighths?

Freda.—In six eighths there are two three-eighths.

Q. One-fourth taken from one-half leaves what?

Charley.—One-fourth taken from one-half leaves one-fourth.

Q. One-half taken from three-fourths leaves what?

Boyd.—One-half taken from three-fourths leaves one-fourth.

Q. One-fourth taken from seven-eighths leaves what?

Joy L.—One-fourth taken from seven-eighths leaves five eighths.

Q. One-fourth taken from five-eighths leaves what?

Anna.—One-fourth taken from five-eighths leaves three eighths.

Teacher.—Tell the number of gallons in each number of pints you see in the table.

3 pt.	In 3 pints there are three-eighths of a gallon.
4 pt.	In 4 pints there are four-eighths or one-half of a gallon.
5 pt.	In 5 pints there are five-eighths of a gallon.
8 pt.	In 8 pints there is one gallon.
6 pt. gal.	In 6 pints there are six-eighths or three-fourths of a gallon.
2 pt.	In 2 pints there are two-eighths or one-fourth of a gallon.
7 pt.	In 7 pints there are seven-eighths of a gallon.
1 pt.	In 1 pint there is one-eighth of a gallon.

Teacher.—You may tell the number of gallons in each number of quarts you see in the table.

5 qt.	In 5 quarts there are one and one-fourth gallons.
3 qt.	In 3 quarts there are three-fourths of a gallon.
1 qt.	In 1 quart there is one-fourth of a gallon.
6 qt.	In 6 quarts there are six-fourths or one and one-half gallons.
8 qt. gal.	In 8 quarts there are two gallons.
4 qt.	In 4 quarts there is one gallon.
7 qt.	In 7 quarts there are one and three-fourths gallons.
2 qt.	In 2 quarts there are two-fourths or one-half of a gallon.

Teacher.—You may tell the number of bushels in each number of pecks you see in the table.

3 pk.	In 3 pecks there are three-fourths of a bushel.
7 pk.	In 7 pecks there are one and three-fourths of a bushel.
9 pk.	In 9 pecks there are two and one-fourth bushels.
4 pk.	In 4 pecks there is one bushel.
6 pk. bu.	In 6 pecks there are one and one-half bushels.
8 pk.	In 8 pecks there are two bushels.
5 pk.	In 5 pecks there are one and one-fourth bushels.
1 pk.	In 1 peck there is one-fourth of a bushel.

In all of the number work of the lower grades visualization leads memory. It is the natural method.

The following is a pretty lesson from a class in the second grade in the Hamilton school:

(Pupils explain division by diagram if called upon to do so.)

$\frac{1}{2} \div \frac{1}{2} = ?$	John: $\frac{1}{2}$ is contained in $\frac{1}{2}$ one-half times.
$\frac{1}{2} \div \frac{1}{4} = ?$	$\frac{1}{2}$ is contained in $\frac{1}{4}$ one and one-fourth times.
$\frac{1}{2} \div \frac{1}{3} = ?$	$\frac{1}{2}$ is contained in $\frac{1}{3}$ two-thirds times.
$\frac{1}{2} \div \frac{1}{6} = ?$	$\frac{1}{2}$ is contained in $\frac{1}{6}$ one-sixth times.
$\frac{1}{2} \div \frac{1}{8} = ?$	$\frac{1}{2}$ is contained in $\frac{1}{8}$ two and one-third times.
$\frac{1}{2} \div \frac{1}{12} = ?$	$\frac{1}{2}$ is contained in $\frac{1}{12}$ one-third times.
$\frac{1}{2} \div \frac{1}{16} = ?$	$\frac{1}{2}$ is contained in $\frac{1}{16}$ one-half times.

Q. Some child tell me the fractional parts of a foot.

Aimee.—1 inch is  $\frac{1}{12}$  of a foot; 2 inches are  $\frac{2}{12}$  equals  $\frac{1}{6}$  of a foot; 3 inches are  $\frac{3}{12}$  equals  $\frac{1}{4}$  of a foot; 4 inches are  $\frac{4}{12}$  equals  $\frac{1}{3}$  of a foot; 5 inches are  $\frac{5}{12}$  of a foot; 6 inches are  $\frac{6}{12}$  equals  $\frac{1}{2}$  of

a foot; 7 inches are  $\frac{7}{12}$  of a foot; 8 inches are  $\frac{8}{12}$  equals  $\frac{2}{3}$  of a foot; 9 inches are  $\frac{9}{12}$  equals  $\frac{3}{4}$  of a foot; 10 inches are  $\frac{10}{12}$  equals  $\frac{5}{6}$  of a foot; 11 inches are  $\frac{11}{12}$  of a foot; 12 inches are 1 foot.

Q. Class may add  $\frac{1}{2}$  of a foot and  $\frac{1}{2}$  of a foot.

Class:  $\frac{1}{2}$  foot is  $\frac{6}{12}$  foot,  $\frac{1}{2}$  foot is  $\frac{6}{12}$  foot and  $\frac{6}{12}$  and  $\frac{6}{12}$  are  $\frac{12}{12}$  foot.

Q.  $\frac{3}{4}$  foot and  $\frac{1}{4}$  of a foot are how much?

Class:  $\frac{3}{4}$  of a foot are  $\frac{9}{12}$  and  $\frac{1}{4}$  of a foot is  $\frac{3}{12}$ , and  $\frac{9}{12}$  and  $\frac{3}{12}$  are  $\frac{12}{12}$ .

Q.  $\frac{2}{3}$  of a foot and  $\frac{1}{3}$  of a foot are how much?

Class:  $\frac{2}{3}$  of a foot are  $\frac{8}{12}$ , and  $\frac{1}{3}$  of a foot is  $\frac{4}{12}$ , and  $\frac{8}{12}$  and  $\frac{4}{12}$  are  $\frac{12}{12}$ .

Q.  $\frac{1}{2}$  of a foot and  $\frac{1}{2}$  of a foot are how much?

Class:  $\frac{1}{2}$  of a foot is  $\frac{6}{12}$ , and  $\frac{1}{2}$  of a foot is  $\frac{6}{12}$ , and  $\frac{6}{12}$  and  $\frac{6}{12}$  are  $\frac{12}{12}$  equals 1 of a foot.

Q. Add  $\frac{5}{12}$  of a foot and  $\frac{7}{12}$  of a foot.

John:  $\frac{5}{12}$  of a foot are  $\frac{5}{12}$ , and  $\frac{7}{12}$  of a foot are  $\frac{7}{12}$ , and  $\frac{5}{12}$  and  $\frac{7}{12}$  equals 1 foot.

Many of our schools use Baldwin's primary arithmetic, in the lower grades. The work is placed on the black-board by the teacher, the pupils' part being experimental and oral. The work is largely concrete and a child who has accomplished the *five steps*, is ready for any higher arithmetic. It should be called the Rational Method of Arithmetic. With Baldwin and a strong infusion of teacher there is no reason why glorious results may not be accomplished anywhere.

In order to insure quick results children should be taught to experiment and develop facts for themselves from the first, as it is hazardous to wait until their minds have become incapable of ready perception by too much musing on processes. I gave the following table taken from work done in the fifth grade in the Linwood school in this city, to a class of boys that had finished the arithmetic in a town a hundred miles from here, and they couldn't do anything with it.

×	×	×			
×	×				

$\frac{1}{12}$  is what % of one and each of its parts?

$$\frac{1}{12} = 41\frac{1}{3}\% \text{ of } 1$$

$$\frac{1}{12} = 45\frac{5}{11}\% \text{ of } \frac{1}{11}$$

$$\frac{1}{12} = 50\% \text{ of } \frac{1}{2}$$

$$\frac{1}{12} = 55\frac{5}{6}\% \text{ of } \frac{1}{6}$$

$$\frac{1}{12} = 62\frac{1}{2}\% \text{ of } \frac{1}{8}$$

$$\frac{1}{12} = 71\frac{1}{3}\% \text{ of } \frac{1}{9}$$

$$\frac{1}{12} = 83\frac{1}{3}\% \text{ of } \frac{1}{3}, \text{ etc.}$$

The reason being, that they had received no drill in anything of the kind.

MRS. HEERMANS.

Kansas City, Mo.

#### Towards the Setting Sun.

'Tis said that every land has its season, a time when nature smiles to all her scenic beauty. Mexico and California have opened their doors for the winter travel that seeks a milder and more genial clime. The Southern Railway, "Piedmont Air Line," in connection with the Southern Pacific, via New Orleans, offers the most attractive route. Taking a southerly course, no snow or ice, where the winds are soft and mellow and the very air coaxes one to revel among the thousand charms of nature. The Southern Pullman Vestibuled Limited, operated solid between New York and New Orleans the year round, is one of the finest equipped vestibuled trains, carrying dining and sleeping cars, and, after November 9, the Sunset Limited will resume its schedules to connect, thus giving the most superb service between New York and the Pacific coast. For further information call on or address General Eastern Office Southern R'y, 271 Broadway.

## The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING OCTOBER 17, 1896.

In looking back to the days of Horace Mann, as we are prone to this centennial year of his birth, one is struck by the want of faith in him and his ideas, not only by his generation, but by the teachers especially. A few only saw that this man, who declared the teachers were ignorant and taught by wrong methods, and left untaught the things they should teach, was speaking the plain truth. The fact will go down to posterity that the teachers wanted to hear no such truths; they wanted no lectures nor addresses on education; they were satisfied with things as they were. He was, with few exceptions, rejected by the teachers of Boston. This is only alluded to here to beg that we of this generation shall not make a similar mistake. Why must the teacher forever be an obstructionist instead of a progressionist?

There are certain subjects that have not come before educational associations for debate yet, but the time is coming when they will be. The nearest approach has been to put character forward as the main object of teaching. Are these subjects more needful of consideration than what may be termed steadiness, uprightness, truth-pursuing? Let us look around. This land of the free and home of the brave yielded 7,500 homicides in 1895; certainly a horrible crop of manslaughters and murders. We have sixty millions of population; England has forty millions. We are taught to despise England, yet 250 homicides were committed there in 1895.

What is wanting in the American character to produce this awful result? In what way can the 400,000 teachers work to overcome this reckless wickedness? Certainly it devolves on the teacher to "lend a hand" in slaying this madness. There is a spirit in the classrooms this very day that ought not to exist, brought probably from the homes, where the children come and go; nurtured by much of the literature that finds its way into their hands. On the walls theater posters show men knocked down and killed and the public are invited to come and witness robbery, sand-bagging, and the looting of banks.

Is it not time that a concerted effort was made by the Christian men and women to aid the teacher to spread a healthful spirit abroad? Ought not the teachers to band themselves together and form organizations among the people, and make united and persistent effort to teach steadiness, uprightness, and truth-pursuing?

Is not the aim of the school too much that of money getting? Is to be an honest man as great a thing in the eye of the teacher as it ought to be? Is not success in life wrongly defined to be the accumulation of money?

In the cheap lodging houses of the cities in which thousands of young men are housed, in the winter especially, the managers of these tell us that the aim of these young men is to find what they term a "soft snap"—a place where little is done and much is paid. These young men are nearly all from the country; many of them have a fair education—as the term goes. They have set out wrong to start with. They have an idea of life gained from reading books and papers; they

want to be among the electric lights, the theaters, and the gilded bar-rooms; the manual toil of the farm is not to their liking.

The older pupils in thousands of schools to-day are preparing for just such a life as this; they are ready to drift; they believe something will turn up. The teachers cannot alone cope with this *growing* evil; they must make themselves the center of an effort that will be felt in doing something for the young men of their community. The Christian Endeavor movement was the result of an inspiration. We suggest the formation of societies for high endeavor all over the land.

The study of pedagogy has been, and still is, derided by what may be termed the 3 R men. They have said and still say it is enough to know the subjects to be taught, and how to keep order. A long time principal in New York asserted in a gathering of teachers that it was of "no earthly good to know about Pestalozzi;" it is probable a very large number of the principals and teachers in New York think so.

The central complaint that has been made against the teacher for a century has been that he was built on too small a pattern, and Washington Irving and Dickens did not charge that the schoolmasters they portrayed were unable to teach their pupils to read, write, and cipher. The charge was that this was all they could do.

The teacher has at last begun to emerge from the little shell that once encompassed him, and to build him a larger mansion. It has not been done of his own accord; the public has commanded it. What shall the teacher do to be a larger sort of man? Some have proposed the study of Latin or Greek; some, again, have taken up mathematics or literature. These are valuable studies for those who teach and those who do not—they are mind enlarging or mind freeing studies. There is a great store of knowledge that will be of immense service in giving breadth and strength to the mind, whether of teacher or merchant.

But what shall be studied by the teacher who wants to occupy his own special field with dignity and power? There can be but one reply; he must study the History, Principles, Methods, and Civics of Education; or to name it shortly he must study pedagogy. It would double the interest such a man has in school-work and that is a matter of importance; he would know why he teaches as he does, and that is another important matter. And there are a hundred other reasons.

Child study should be prosecuted for definite and practical purposes. A young lady submitted to us some notes she had taken of which the following are specimens:

"James—aged 7; looks at window a great deal; has a broken pipe in his pocket which he looks at when he gets a chance."  
"George—age 8; likes pictures; turns his head quickly; has excellent sense of hearing; plays with a pin and string."

"Henry—has a collection of various colored papers between the leaves of his reader."

The object of studying children is to note the ways they employ their mental powers with reference to employing those powers in some practical way. We want to know how they think, conclude, remember, associate, &c., naturally; then we will know how to employ them to think, conclude, &c., concerning their school studies.

## The Political Superintendent.

One of the features of these closing years of the nineteenth century is the passing away of the political superintendent. This class of men has been a distinct feature; it has possibly been a necessity to have them.

Let us illustrate: In a certain county in New York state the school commissioner was to go out of office; the boss of the political party had said, "You have held this office long enough; we want it for another man who has served us." What was he to do? In the same county was a town where the superintendent had labored night and day to put the schools on an educational basis; he was a pedagogical superintendent. He had been too busy to make friends except among the children and the teachers; and so was defenceless when the ex-county commissioner went for his place. He was notified by his officials that "they had no fault to find with him, but deemed it best to put Mr. — in charge of the schools."

Anyone who has looked carefully has seen that superintendents held their positions wholly at the mercy of the political boss or bosses. It is not to be wondered at that such men were ready to appoint as teachers those the political boss or bosses desired. In many cities the superintendent was both examiner and appointer; the politician had but to give the name and forthwith the appointment was made. This was the case in Buffalo when Supt. Crooker was the incumbent, and he did not hesitate to disclose the means by which he contrived to hold the office so long.

The political superintendent is by no means a creature of the past, but his day is waning; he is not so powerful as he was. Let us not lay the whole blame on him; he is but the exponent of the ancient idea that anybody who knows certain things can teach. Not long since several gentlemen met in an insurance office and the conversation turned on the death of an official and the prospects of his family; there were two daughters, it was said, and the matter was dismissed by one remarking, "They must be got into the schools." This seemed a satisfactory solution to all present.

In Reading, Pa., a rule was adopted some years ago that no one from outside should be appointed as teacher. This is only another way of saying in a limited way what State Supt. Sheats, of Florida, said: "The schools of Florida are for Florida teachers." It is saying that the money in that locality is to be spent on the people of that locality. "To the victors belong the spoils," is the way the politician puts it. The labor unions had a law passed that no laborer should be hired abroad to come here and labor, and actually tried to keep out an eloquent clergyman!

Where there is a political superintendent it may be taken for granted he is merely an exponent of the depraved conscience of the public; politics has its grasp on almost everything here in America; it had the schools under its thumb once, but there are signs of a better day.

### NOTE.

The next issue of The School Journal will be the Method Number. It will contain in addition reports of important meetings already held, such as the Connecticut State Teachers' Association, the New York Superintendents' Association, the Schoolmasters' Association of New York city, and others.

## County Educational Societies.

There have been associations of teachers in many counties of New York, some of which have done a wonderful work in elevating the standard of education. Some of these meet only once a year; most of them are run on the old lines, by which is meant a miscellany is provided bearing very remotely on the real needs of the teacher.

Most of the problems of education have a general solution. The work of training and equipping the human being for usefulness and happiness is the thought of every teacher from the primary to the grammar school. While the work becomes specialized, some doing the primary and some the advanced part, it is one of the great mistakes not to know the whole and the relation of all the parts. There are the strongest reasons, therefore, for all the teachers of a county meeting several times a year for discussion and instruction.

To avoid the miscellaneousness that marks so many meetings, either a program should be planned one month in advance, and put in the hands of each member, and each one who is to partake thereof notified to be ready; or a monthly like EDUCATIONAL FOUNDATIONS adopted as containing the themes to be discussed. This work has five parts: (1) History, (2) Principles, (3) Methods, (4) Civics of Education, (5) Child Study. It is planned for teachers' meetings and is extensively used. It is published ten times in a year and thus provides for ten meetings; but five meetings could be held and subjects selected from two numbers.

Some plan ought to be adopted by which the teachers could confer several times a year, and *advance as a result of the conference*. It is the case now that many have no interest in such meetings because there is no pedagogical discussion; merely a miscellaneous talk or a lecture or two that does not have any specific relation to the general problems the teacher undertakes to solve. A teacher graduating from a normal school thirty years ago lately said: "I attended our county association three years and then gave it up; it was no good." That same man, a promising man to start with, has sunk down to be a mere hearer of recitations. It is doubtful if he knows as much as he did when he was graduated. The association owes something to such men.

"There is one trait that marks ideally the private school, the cultivation of individuality in character and scholarship. The mental welfare of a pupil is considered individually, and not lost in the class. The contact with the teacher is more personal. The reputation of the school depends on the way in which the pupil is interested, helped, encouraged, urged along the highway of education."

DAVID A. KENNEDY.

*Dearborn-Morgan School, Orange, N. J.*

"The freedom of the private schools, that is, the power that the principals have of carrying out their own peculiar ideas in education, makes the moral responsibility of these principals, and also of the teachers under them, very great."

SARA J. SMITH.

*Woodside Seminary, Hartford, Conn.*

The next meeting of the N. E. A. will be at Milwaukee Wis., July 6 to 9, 1897.



## Topics of the Times.

English literature met a great loss in the death of William Morris the poet. His first volume was "The Defence of Guenevere (gwen-e-veer)", and Other Poems." He first won popular favor when he published "The Life and Death of Jason." Then followed his great poetical work "Earthly Paradise," the finest series of versified stories since Chaucer. He wrote also many prose tales of Germanic tribal life, setting forth the socialistic ideas which he advocated in his later years.

The object of France in making Madagascar a possession instead of a protectorate, it is said, was to tear up all existing commercial treaties with other powers, and so create exclusive trading privileges for herself. But the local government was not to be destroyed. This arrangement appears not to have been a success. The whole island is in revolt. Whites are not safe outside of the towns, and a large force is necessary to keep order. Madagascar is likely to prove a very expensive possession for France.

One of the most notable events of the past month is the tour of the Russian czar and czarina, in which they visited in turn Austria, Germany, Denmark, England, and France. This is the first time they have been outside of Russia since the czar ascended the throne, nearly two years ago. Although it was to a certain extent a family visit, politics entered somewhat into it. The czar is grandson of King Christian IX. of Denmark; the czarina is a sister of the grand duke of Hesse and granddaughter of Queen Victoria. There were ceremonies and pageants without end. One of the most interesting meetings was between the queen, the czar, and Lord Salisbury. It is supposed that Armenian affairs were discussed and that the queen urged upon the young ruler to take some action to protect these unfortunate people. It is seldom that even so powerful a personage as the czar of all the Russias has such an opportunity to earn the gratitude of the civilized world as he has at present. All he has to do is to assure England that Russia will act with her. When the czar passed over into France he was received with unbounded enthusiasm. This, it is suspected, is not because the French love him so much as because they hate Germany. The only tie that draws them together is a common antagonism against Germany and Austria.

The most Rev. Edward White Benson, D. D., archbishop of Canterbury and head of the church of England, was taken suddenly ill in Mr. Gladstone's pew in the church at Hawarden and was removed to the rectory, where he died a few minutes later. Archbishop Benson was sixty-seven years old. He was successively assistant master of Rugby school, head-master of Wellington college, chaplain to the bishop of Lincoln, preacher to the University of Cambridge and of Oxford, honorary chaplain to the queen, and bishop of Truro. Mr. Gladstone appointed him archbishop of Canterbury in 1882. The archbishop somewhat resembled John Wesley in personal appearance. His strong point as a preacher was as an expounder of Scripture.

A marked advance in the price of what has been shown of late, due principally to the failure of the Russian, Indian, and Argentine crops. Europe must have our wheat, flour, and corn and it cannot be shipped half fast enough. There has, therefore, been a race this way of the freight carrying steamers. England prefers to buy her wheat in India and Argentine, but the drouths there have reduced the crops to such an extent that they will not anywhere near fill the demand.

A lesson in finance comes to us from Cuba. Some time ago the Spanish government issued \$12,000,000 worth of paper currency. They were called "gold bills," but there is not any gold behind them, their backing being Spanish credit, which is low. Gen. Weyler used all the force of his army to keep this paper at par with gold, but has been obliged to give up. It is now at a discount of twenty per cent. and will soon go down to fifty. If the revolution succeeds it will be worthless.

The insurrection in the Philippine islands is growing if we can judge by the number of Spanish troops that have been sent there. First 2,000 were sent; then 3,000 more, and now the number has been increased to 8,000. The stories of the treatment of prisoners at Manila rival in horror those of the Black Hole of Calcutta, but cruelty seems to accomplish little, for the rebels have suddenly grown in numbers from 2,000 to 15,000, and have set up a regular republic at Cavite (kä vé-tá.)

The great work of removing the obstruction in the Danube known as the Iron Gates, between Alt-Orsova (ält-ör shö'-vo) in Hungary and Gladova (glä-do'-vä) in Servia, has been accomplished and recently Emperor Francis Joseph opened the river to navigation with elaborate ceremonies. King Charles, of Roumania, and King Alexander, of Servia, were also present. The

passage of a procession of steamers through the Iron Gates showed how thoroughly the work had been done. For forty years the passage of the Iron Gates, at all times difficult and dangerous, has been impracticable for an average of 117 out of 225 days of navigation in the year for boats drawing five feet, and at no time has the river been navigable between Bazias and the Iron Gates, eighty miles further down the river, for boats drawing more than six feet. The obstructions between Bazias (bä' zi-ash) and the Iron Gates have been removed and a canal has been made through the reefs of the Iron Gates along the southern or Servian side of the river. This canal through the Iron Gates is about two miles long, 260 feet wide, and ten feet deep, and the Danube will now be navigable for the largest river steamers from Vienna to the Black sea. The formal opening was the crowning feature of the Hungarian millennium festival. The various nations interested—Hungarians, Servians, Roumanians, etc.,—are very proud of the new channel. It will undoubtedly develop the commerce of the Danube to a large extent.

### The Good Work to be Continued.

At the annual meeting of the trustees of the Peabody education fund it was determined to continue the trust. By Mr. Peabody's original letter of gift, they were empowered to terminate the trust, if they found it expedient, after the expiration of thirty years, and to distribute the principal according to certain prescribed rules and conditions.

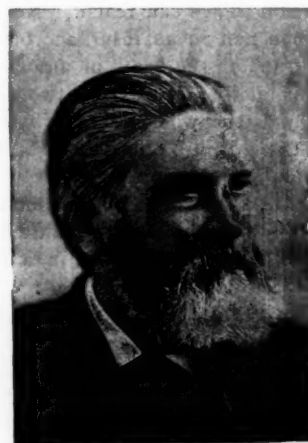
Of the thirty members of the board appointed by Mr. Peabody, only Mr. William M. Evarts survives.

In his annual report General Agent Curry said:

"Perhaps the most significant fact in connection with the aims and purposes of the trust was that at its origin not a single Southern state within the field of its operations had a system of free public schools. The illiteracy of the inhabitants was appalling, and by no means confined to 'the freedmen,' but embraced a large per cent. of the white population. The trust was decided, and most wisely, to make a vigorous and persistent effort to induce these states to include free and universal education among their permanent obligations, and the effort was rewarded by early success."



GEORGE PEABODY.



J. L. M. CURRY,  
General Agent of the Peabody Fund.

"During the thirty years, about \$2,400,000 have been spent, as the income of the \$2,000,000 left by Mr. Peabody, in connection with school authorities of cities and states, and the fund has been a constant educator in public policy, and, by the simple rule of helping those who helped themselves, has led states and cities and towns to take hold of their own problems of illiteracy and recognize the truth of the highest axiom in educational statesmanship that the stability of our free institutions rests upon public schools, organized and controlled by civil authority, and supported by a levy on property."

The next meeting of the trustees will be held on the first Wednesday in October, 1897.

Next meeting of N. E. A., Milwaukee, Wis., July 6 to 9, 1897. Subject to usual rates by Western Passenger Association.

Winona, Minn.

IRWIN SHEPARD.

## Greater New York and Suburbs.

### A School Boys' Alliance.

A suggestion made elsewhere in *THE JOURNAL*, for a society composed of graduates of the grammar schools in the country similar to that of the Christian Endeavor Association is partly met at grammar school 87. Its object is to find employment for the graduates of the school. *THE JOURNAL*'s idea was far broader in its scope: but perhaps Mr. Boyer's plan will expand. Certainly here is a vacant field for effort.

Principal Boyer has during the past four years sent 3,000 letters to merchants and others informing them that the members of the alliance—the graduates of the school—were qualified and ready for appropriate employment and that he stood ready to guarantee their qualifications. He hoped business men would join the Alliance as the employing members. About 900 replied; the number of applications for boys has been 400, and 200 have been put into positions. Only two boys, as far as is known, have not proved equal to what was rightly to be expected.

The Alliance keeps a record of the age, promptness, politeness, neatness, alertness, truthfulness, manliness, and honorable conduct of its members; the class standing is taken from the school records. When an application comes for a boy Mr. Boyer attempts to fill the position from the membership, selecting according to his best judgment.

Undoubtedly Mr. Boyer has struck a real want, and the board of education should recognize this fact. When a boy has completed the advanced (grammar school) course of study he should not go out into the world empty-handed. It would be the right thing to have the names of all graduates kept at the Hall of the board of education by an official and the public, by advertisement, called on to apply there when one was needed.

The aid this would be in government would be immense; the encouragement it would be to boys to maintain a standing in the Alliance would be great. Mr. Boyer's plan deserves the serious consideration of every principal of a grammar school.

### A New Commissioner.

Mr. Agar, who was last week appointed to fill the unexpired term of Commissioner Wehrum, practiced law in this city for fifteen years. He was graduated from the University of Georgetown, D. C., in 1876. Two years were spent in the Roman Catholic university, Kensington, London, where he completed the course in biology, mental and moral science. In 1880 he took his LL. B. from Columbia law school. President Garfield appointed Mr. Agar United States district attorney for the southern district of New York.

### School System for Greater New York.

A hearing was given on Saturday by President Seth Low, Silas B. Dutcher, and Gen. Stewart L. Woodward, of the Greater New York commission, to the committee of the board of education appointed to suggest an educational plan for the charter of Greater New York. A report, favoring separate boards of education for New York, Kings, Queens, and Richmond counties was submitted. President Low said that the Greater New York commission must proceed according to law, and asked what would become of consolidation if there should be left separate sources of legislative power.

### Progress of Reform.

The mayor, in whom is vested the power to appoint members of the board of education, has just appointed Mr. Agar in the place of Mr. Charles C. Wehrum. This gentleman is claimed to be an addition to the reform element in the board; this now numbers eight. The entire board is composed of twenty-one members. The mayor will have the power to appoint seven new men for the coming year; if he appoints men who will represent the reform element there will be thirteen of them in the board on the first of January.

The question will be asked what does the reform element desire? It is probable that no completely defined plan has yet been fixed upon; the main point aimed at has been to prevent the re-election of Supt. Jasper. It is probable that in June last they would have been contented with this and would have consented to the re-election of nearly all of the assistant superintendents.

The conservative element claim that they re-elected Supt. Jasper solely because he was the best man they knew of to stand at the head of affairs; that he had been in office a long time; that no charge had been made against him as inefficient or delinquent; that he had the confidence of the great body of teachers. When President Gilman's name was presented for consideration they said that there was no reason assigned why he should be chosen except that he was a distinguished man; he made no claim to understand the practical working of the details of a city school system.

The reform element was active in the movement for removing the local state boards, a most important change. The educational power had before this been distributed among twenty-four boards of trustees, each five in number; now it is centered in one board. There was created at the same time a board of superintendents with whom the power of appointing teachers (taken away from the local boards) was lodged. The reform element was not numerous enough to control the selection of this board of superintendents, and they saw with disgust their efforts negated by the re-election of Supt. Jasper; they were not able either to control the selection of his assistants.

If the seven commissioners the mayor appoints this year join the reform element many changes may be inaugurated. The term of office of Mr. Seth Stewart expires next June. The other superintendents are elected for longer terms. The reform commissioners confidently predict that the power of controlling the schools is eventually to come into their hands.

But meanwhile changes are taking place of a vital character that will advance the schools to the position demanded by the reform element. Supt. Jasper has now enlarged powers and will probably act accordingly. Among the movements begun are (1) the special examination of principals; formerly the teacher who could get nominated by the local board stepped into this most important office; it is now seen that the schools are pretty much what the principals are. (2) The teachers are assembled weekly by the principals for the study of educational principles. This probably will have far-reaching consequences though it may seem simple.

No one ever doubted the earnestness and industry of the teachers; but their work was wholly empirical; they were not required to know principles; they were required merely to produce certain quantity results. This proved, as time went on, a fatal defect. The aim of teaching must be to do something more and higher than lodge certain facts in the mind. This has at last become the objective point in the New York schools, and it is now for the board of superintendents to adjust the machinery so that with fact learning the pupil becomes more humane, moral, reasonable, cultured, conscientious, and purposeful; this is what is embraced under the term *pedagogic*, which is becoming of common use and has a definite meaning.

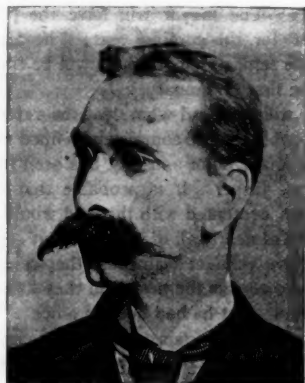
The next meeting of the National Educational Association will be at Milwaukee, Wisconsin, July 6 to 9, 1897.



**Supt. Gilbert Goes to Newark about Nov. 1.**

NEWARK, N. J.—At a special meeting of the board of education Oct. 10, Supt. C. B. Gilbert, of St. Paul, Minn., was elected superintendent of the schools of Newark by a vote of 18 to 9.

Mr. Gilbert was born in Connecticut in 1855, and was graduated from Williams college in 1876. His first teaching was done in a military and boarding school in Connecticut. Going to Minnesota, he was principal of a small school in that state, then principal of the St. Paul high school. In 1889 he was appointed superintendent of schools, and he has worked with his whole strength to improve the school system.



C. B. GILBERT.  
Supt.-Elect of Newark, N. J.

Supt. Gilbert has held several positions of honor, having been a member of the Committee of Fifteen on Correlation of Studies in Elementary Education. He is now president of the Department of Superintendence of the N. E. A.

Supt. Barringer has resigned, and it is understood that he will receive some position in the employ of the board at a salary equal to that received until now. It is possible that he may be pensioned at the end of the year, which would be the justest way in this matter, he having served the schools of Newark long and faithfully.

**Principals' Examinations.**

(Questions used in recent examinations of applicants for principals in New York city.)

**HISTORY OF EDUCATION.**

Answer any five of these questions.

1. Name the period of the monastic schools. What were the characteristics of their matter and method?
2. Name time and place of Luther's educational prominence, and what were his chief arguments in favor of:
  - (a) Popular education.
  - (b) Compulsory education.
  - (c) State supervision.
3. Distinguish between educational theories of *humanists*, *realists*, and *naturalists*. Name representatives of each system.
4. Give summaries of the principles of Pestalozzi and Froebel. What reforms were undertaken by Froebel? For what one result were Froebel and Pestalozzi working?
5. State briefly the principles of Comenius.
6. Present an outline of the views of Herbert Spencer as to:
  - (a) The training that gives the most valuable knowledge and best disciplines the faculties.
  - (b) End and aim of education.
  - (c) Tests of the relative value of knowledge.
  - (d) Methods to be pursued in teaching.
7. In what respect do the German schools excel?
8. What aid for education has been given by the national government?

**THE SCIENCE AND ART OF TEACHING.**

1. Name what you consider one of the vital problems in the recent discussions of educational questions. State your views on the subject.
2. Discuss the principles underlying a course of study with reference to subjects of instruction for elementary schools, and the ends to be attained by such a course.
3. State your views on the co-ordination and correlation of studies in primary schools and apply them. What contributions have been made to the subject?
4. Name the characteristics of a typical class recitation.
5. Prepare a lesson plan of one of the following subjects:
  - Arithmetic, interest.
  - Geography, surface of Europe.
  - History, cause of war of 1812.
  - Reading, "Paul Revere's Ride," or "The Launching of the Ship."

(To be concluded in THE SCHOOL JOURNAL, next week.)

**An Educational Exhibit.**

The American Institute holds its exhibition this year in Madison Square Garden. There is no exhibition that is more worthy of the visits of the teachers and pupils of New York and its suburbs; at every step there is something useful and interesting to be seen. Electricity makes a large display; various motors are exhibited; the Daimler horseless carriages make a fine display; machinery hall roars with saws, planes, printing presses, etc.; numerous food products; heating and lighting apparatus, etc. The teachers could do a good thing by taking the entire school here at a reduced price. We have encouraged the exhibits of the American Institute for twenty-five years because of their highly educational character. Could it not become permanent?

**Helping the Schools.**

One of the most interesting extensions of the work of the public education association for this year will be the attention given to the subject of art in the public schools. Mrs. Edward S. Mead, one of the school inspectors, is at the head of the committee. During the summer she has visited Salem and Brookline, Mass., and other places which have given attention to school-room decoration. In New York the first effort will be to paint the inside of the buildings, with some regard to harmony, after which decoration of the walls will be taken up. The association, which consists entirely of women, numbers between 200 and 300.

It has been decided to have an advisory council of men, and it is expected that several of these will be experts in art.

The association is also considering the starting of a loan library, to be composed of educational books. If once started, the ladies hope that contributions of books will come in from outside.

One of the subjects which attracted the attention of the committee on industrial schools last year, was the effort of the corporate schools to secure pupils from the public schools in order to increase their appropriation from the state. The corporate schools, it is claimed, are entitled only to those children who, on account of weakness, stupidity, or necessity to work, are not able to keep up with the public schools.

The work of the committee on public schools led to many improvements last year through investigations into drainage, ventilation, lighting of buildings, condition of fire-escapes, etc.

**New Kindergarten to be Opened.**

BROOKLYN, N. Y.—The use of the slate in the public schools will probably be abolished at the next meeting of the board of education. A resolution to this end was introduced at the last meeting, but was laid over. So far, no member of the board has expressed himself as against the change.

An appropriation of \$12,000 has been made for kindergarten, and within the next two months the board must provide for their opening. This is the first appropriation made for the purpose, the work heretofore having been carried on by private subscription.

**Discussion of Elementary School Curriculum.**

SAN FRANCISCO.—Some time ago THE SCHOOL JOURNAL gave an interesting account of the movement in this state toward a general pedagogical study of the elementary school curriculum.

Many agencies have been appealed to to further this work. It is the intention of the State Association to enhance the interest in the discussions by having Eastern men here to participate in its annual sessions. Dr. Wm. T. Harris has promised to come out here for the next meeting and to lead in the discussion. The individual teachers of the state were reached mainly through the county superintendents, who were requested to distribute the circulars and the report of the committee to their teachers, and were urged to give the whole subject a prominent place on their institute programs. A favorable attitude toward the work was taken by many superintendents last year and the indications are that this year all but one or two counties will be enlisted in this study. Many of the answers received last year were in the form of resolutions that had been adopted at county institutes. The value of this help will be better understood when it is remembered that the university professors who are interested in this undertaking are oftentimes engaged as lecturers at the institutes. Various teachers' clubs throughout the state have joined in the work. The latest accession to the ranks is the San Francisco Teachers' Club. This club has arranged to listen, this fall, to a series of lectures on the elementary course of study by Professor Brown, and, as these lectures are to be given as university extension work, they will affect a wider circle of influence than the club membership.

San Francisco ought to be a fruitful field in such a pedagogical investigation as the state council is conducting and much encouragement is found in the prospect of her assistance. A general advisory committee for the work has been appointed, and also a sub-committee on mathematics, natural science, and literature. Of the first sub-committees Prof. Irving Stringham of the University of California, is chairman; of the second, Prof. O. P. Jenkins, of Stanford university. The chairmanship of the third committee has not yet been assigned, but it will probably be taken by Miss Agnes Cray, formerly of the state normal school at Los Angeles.



## Educational Activity in Chicago.

## THANKSGIVING OFFERINGS OF THE CHILDREN.

CHICAGO, OCTOBER 9.—An important conference was held last Saturday, at the office of Dr. Ayres, secretary of the bureau of charities of the Civic Federation, between representatives of the Teachers' Club, The Women's Club, The School Children's Aid Society, The George Howland Club, and The Institute of Education, on the use made of the funds raised by the children's Thanksgiving offering. As every penny of the money has gone to provide for poor children who wish to attend school but are without suitable clothing, it was the unanimous verdict that the society should have the hearty co-operation of the various local teachers' associations and as much money be called forth as possible this year for the increased number of distressed children. The conference discussed also the advisability of asking the bureau of charities to undertake the investigation of all cases to prevent the funds being partly diverted to clothing the children of dishonest people who will not send the children to school after they have been clothed, or who get several suits from the various charities. This would necessitate the appropriation of part of the money to the maintenance of the bureau. The question is, whether the saving of money from those not entitled to it would be equal to the cost of thorough investigation, and whether the prevention of pauperizing families by making the giving in all cases truly helpful to the recipient, would justify such an appropriation.

## TEACHERS' CLUB.

The next regular meeting of the Chicago Teachers' Club will be held in the Royal League Hall, 412 Masonic Temple, on Saturday, October 17, at 2.30 P. M. This commodious hall has been secured by the club for the ensuing year. The club meets on the second Saturday in every school month in the same place and at the same time. Visiting teachers are always welcome.

Assistant Supt. Ella F. Young will address the next meeting on "Self Expression of the Child." Every one interested in "Child Study" is invited to be present.

The representatives of the club at the Federation of Illinois Women's Clubs at Springfield, October 5-9, are by Mrs. E. M. Greenleaf, and Miss Josephine C. Locke.

A delightful social meeting is planned for December, at which a prominent speaker on travel is expected to entertain the club and its friends.

## CHICAGO INSTITUTE OF EDUCATION.

The October meeting will occur on Saturday, the 24th, at 10.30 A. M., at the rooms of the board of education, Schiller Theater, 103 Randolph street.

"Blackboard Drawing by the Teacher in Regular Instruction," is the topic to be presented. An effort will be made to show teachers who do not know how to draw what they can do in this direction:

Miss Eva K. Walsh, of the Graham school, will present forty drawings. The pictures will be single and of such character that any teacher may copy and use them in her daily instruction. Miss Walsh has first grade, and her sketches will be specially useful for primary teachers.

Miss Louise Murphy, of the Hancock school, will give a few examples of what may be done quickly with the flat side of the crayon. Some beautiful designs will be shown.

Miss Zonia Baber, of the Chicago normal school, will illustrate her methods in geographical drawing. Those who have visited her department at the normal have been delighted with the pictures on the blackboards. It will surprise all who have seen them to know that Miss Baber had so little talent in this direction, that when in school as a pupil she was regularly excused from exercises in drawing. She has found out how to draw beautifully without being an artist.

Every teacher in Chicago should join the institute and assist in the great work it is carrying forward in the interest of teachers and education in general. The cost of membership will be reduced to one dollar at this meeting. Names should be sent to the secretary to be proposed for membership at the opening of the meeting.

The Chicago Lady Teachers' Trio will sing at the opening of the meeting.

O. J. MILLIKEN, Sec'y.      W. E. WATT, Pres.,  
143 Garfield Boulevard.      4453 Emerald Avenue.

## SECTION MEETINGS OF THE INSTITUTE OF EDUCATION.

All members of the institute are entitled to admission to the following sections. Persons not members are invited to visit where notice is not given that admission will be by card. Educators from other cities are at all times welcome to all meetings of the institute and its sections, and are requested to present their cards to the secretary that they may be officially recognized:

## LITERATURE.

Regular meetings at 1.30 P. M. on the days of regular sessions of the institute, the third Saturday of each school month.—Systematic instruction on portions of the works of Dante.

MISS MARY E. VAUGHAN, *chairman*.

## CHILD-STUDY.

A round table for round tablers on the fourth Saturday of each school month. All persons thoroughly interested in the advance of this department of education are invited to these conferences without regard to membership.

COL. FRANCIS W. PARKER, *chairman*.

## EDUCATIONAL PSYCHOLOGY.

Regular meetings at 3 P. M. on the days of regular sessions of the institute, the third Saturday of each school month.

O. J. MILLIKEN, WILLIAM C. DODGE, W. E. WATT, *chairman*.

## NATURE STUDY.

No regular meetings will be announced until the Committee of Fifty have developed their plans.

C. O. SCUDDER, *chairman*.

## PEDAGOGY.

Regular discussion of the recent developments of mental science and their application to school work. Meetings at 3 P. M. on the second Saturday of the school month.

JOHN H. TEAR, *chairman*.

## Michigan Notes.

ANN ARBOR, MICH.—A petition has been presented by the faculty of the medical department of the university to the board of regents advocating the passage of a rule by the governing board, making a literary degree of A. B. compulsory on the part of all students who present themselves for entrance in the department of medicine. Should it be passed, it will take effect in 1900. The plan was adopted by Harvard this year. The medical faculty believe that the regents will look upon the law favorably.

ANN ARBOR, MICH.—The registered attendance at the University of Michigan is somewhat less than last year although no definite figures are yet obtainable. The decrease seems to be largely from the West. Only in the medical department are there anywhere near the usual number of freshmen girls registered. A decrease in the law department was expected, owing to the lengthening of the course of work from two to three years. It is expected that some living at remote points will come in after election.

COLDWATER, MICH.—Supt. E. L. Briggs' third annual report shows an enrollment of 1170 an increase over the previous year of 35, while the average daily attendance is 90 larger and the average membership in all the schools 97 larger. The high school enrolled 198. The report notes the introduction of algebra into the work of the eighth grade and of geometry into the seventh. The needs of more high school room are proved, there being but 161 sittings for an enrollment of 198.

MT. PLEASANT, MICH.—Prof. C. F. R. Bellows, ex-president of the normal school and so long and well-known as professor of mathematics in the Ypsilanti normal was tendered a reception by the citizens of Mt. Pleasant and the students of the normal school, he and his family being about to remove to Lansing. Hundreds of people were present to show their kindly feelings and regards for Prof. Bellows and his family.

## A Library Day.

The state school officials of Nebraska have set apart Oct. 23 as Library day, to be devoted by teachers and pupils to the establishment of libraries in every school-house. Funds are to be raised annually on this day by entertainments, donations, subscription, or any means which seems most practicable. In this way the people of every community are to be broadened and educated. "Let your program," says the circular from the school officials, "awaken the people to the fact that it is the educated head and hand that leads the day."

## [Study of Contents of Boys' Pockets.

ELIZABETH, N. J.—A ten-year-old boy, William Scheler, was committed to jail on complaint of his step-mother, who claims that he is incorrigible. Among the articles found in his pockets, were: a live water turtle, a pint or so of hickory nuts, pictures and business cards, a clay pipe, half a box of cigarettes, a piece of chewing tobacco, buttons, matches, a lot of old strings, and a bottle of water for the turtle. When Willie was told that he could not have his turtle with him he began to cry, but was somewhat comforted when the warden told him that he would take care of his pet till he was released.

## Improvements at Hampton.

FORT MONROE, VA.—Hampton institute has entered its twenty-third year with an enrollment of 450 colored and 135 Indian boarding, and 300 day pupils. There were over 750 applications made this year. Many improvements have been made, and the condition of the different departments is much bettered. On November 18 and 19 the New Armstrong and Slater Memorial Trade school will be opened, when addresses will be made by President Gilman, of Johns Hopkins, Bishop Potter, Booker T. Washington, and others.

### Massachusetts Institute of Technology.

BOSTON, OCT. 10.—The school year opened on the 30th of September.

Preliminary registration shows a slight increase over the registration at the same period in 1895. Registration at the institute is, however, always a varying quantity for two reasons: first, many teachers or graduates from other colleges come in late; in the second place, many students stay out for a little longer season of field work or work in factories, etc. This element is always considerable; indeed, in addition to causing delay at the opening of the school year, it results in a certain loss each year from the coming third and fourth year classes, since not a few students who have been engaged in professional work during the summer accept offers of permanent employment. Should the final registration bear the same relation to the preliminary registration this year as it did last year, the number of students will slightly exceed 1200.

The increase in the number of students taking the course in organic chemistry has rendered imperative an increase in the floor space devoted to this laboratory. The necessary accommodations have been obtained by the removal of the chemical library from the fourth to the third floor of the Walker building, and the conversion of this room into laboratories. A part of the space thus gained has been thrown directly into the organic laboratory, with new desks, hoods, and other fittings. The remainder has been partitioned off, and divided into a small laboratory for an instructor's use, and a large private laboratory which is occupied by Professor Noyes, and utilized for organic and physical chemical research.

A room in the southeast corner of the third floor of the Walker building, formerly occupied as a laboratory and private study has been rearranged to receive the William Ripley Nichols chemical library, a small portion only being still reserved for a laboratory for molecular weight determinations. By the transfer the library gains much needed shelf room and floor space, and will now accommodate at least 10,000 volumes without crowding. The new room is well lighted during the day, and is provided with a fine equipment of electric lights for late afternoon use.

The department of architecture has recently secured an important addition to its collection of lantern slides. During the stay of the summer school in London and Paris, Professor Homer selected 2600 views of buildings and cities in Europe, Russia, and the East. These modern views will admirably supplement the present collection of the department, and will materially assist the illustration of the lectures given by its instructors. The views of Spanish, Russian, Indian, and Chinese architecture are particularly valuable as they include a large amount of material at present not available in any other form. The first installment has already been received from London, and the remainder is expected at an early date.

The season of 1896-7 for the society of arts will open on the 8th inst., when the first meeting will be held in the Rogers building. Prof. Sedgwick will call attention to certain serious practical difficulties which beset the problem of supplying large communities with wholesome milk. The recent occurrence of numerous epidemics of typhoid fever in Massachusetts and elsewhere, which have been traced directly to infected milk, has led Prof. Sedgwick, who has personally investigated several of these epidemics, to propose a reconsideration of the whole question of milk supply of cities, with reference to the sources of danger and the means of removing them. At the same meeting a notable development of the biological work of the institute on the technological side will be brought to the attention of the society. Mr. S. C. Prescott, instructor in biology, and Mr. Lyman Underwood have for some months been closely engaged in a study of the causes of spoiling canned clams and lobsters. This evil has become common as to command the earnest attention of the trade. Not only is the outright loss considerable; but the offense given by the spoiled goods is of a kind seriously to affect the market. Messrs. Prescott and Underwood in the course of their investigation have found that under certain conditions imperfect sterilization occurs in the ordinary processes of canning clams and lobsters, resulting occasionally in the blackening and spoiling of the entire contents. They have identified certain micro organisms in the spoiled cans which are peculiarly resistant to the processes of sterilization, requiring the application of exceptional means to overcome the difficulty and to insure the safety of the foods in question. These means will be discussed at the meeting of the society on Thursday evening.

### Admission Requirements:

#### SCIENTIFIC SCHOOLS, NEW ENGLAND ASSOCIATION OF COLLEGES, AND PREPARATORY SCHOOLS.

BOSTON, MASS. At the eleventh annual meeting of the New England Association of Colleges and Preparatory Schools, "Requirements for Admission to Scientific Schools" was discussed. Pres. T. C. Mendenhall, of the Worcester Polytechnic Institute, said in part:

"The luxury of the few has now become the necessity of the many. By far the larger part of secondary schools have now become no longer feeders for the colleges, but integral parts of the educational system. Many who enter these schools never go to the college or university.

"The independence of these secondary schools must be considered in speaking of their requirements for admission.

"Ideal curricula for preparatory and primary schools have not yet been found, and the demands of the college have benefited the school, although sometimes it has been nothing but a domineering tyrant, hindering individuality and originality, in teaching. The enforced ideal of every principal of a preparatory school is a 'conditionless pass.'

"One of the changes in the requirement for admission to the scientific schools should be a greater knowledge of his own language, which is essential to clear thinking and without which there cannot be scientific knowledge. To this should be added a proficiency in history, civics, one modern language besides English, arithmetic, algebra, geometry, and trigonometry. Elementary physics and chemistry, such as most secondary schools furnish, is not especially helpful.

"Dr. Charles W. Parmenter, head master of the Mechanic Arts high school, who discussed Prof. Mendenhall's paper, declared that the requisites for admission to colleges and scientific schools should contain a large number of options in order to admit the largest number of well-equipped students.

Pres. Warren, of Boston university, spoke of the work that has been done by this association and suggested that not only should the higher educational institution endeavor to conform to the lower, but that the secondary schools should equally strive to adjust their courses to the requirements of the colleges.

Mrs. Alice Freeman Palmer spoke on

#### SOME RECENT TENDENCIES OF EDUCATION IN FRANCE AND ENGLAND.

"France spent last year 20,000,000 francs on her schools. One of the troubles is that too much is crowded into the curriculum for pupils between 10 and 18 years of age, and the university professors are burdened with giving them examinations. An effort is being made to relieve them of this burden.

"One of the advantages of the French lectures is that they are perfect in literary form, and are so delivered that they make a strong impression.

"There is also a tendency toward English ideals of sport and athletics, although this is opposed, especially by the mothers, on the ground that it is waste of time.

"While in France the protest is against too much state interference, in England education is asking more help from the state, and Englishmen are asking an extension of educational privileges."

#### DR. TETLOW ON COLLEGE ADMISSION REQUIREMENTS.

"Enlargement of options in admission requirements, with special reference to a closer connection between the colleges and the non-classical high school," was treated by Dr. John Tetlow, master of the Girls' high school.

Two years ago certain resolutions were seriously discussed by this body. They failed to reach a vote in their original form, owing to the protest of the Greek departments of Harvard and Yale universities against the classical program of the committee of ten. The question then at issue was not, "Shall the classical departments of the colleges begin their work with three years' study of Greek in the preparatory schools, rather than two, as a foundation?" but, "Shall the non-classical courses of the public



high schools lead directly, and with no discrimination in favor of Greek, to college?" The temporary success of the protest of the Greek department did not settle that question; it merely postponed it. By the courtesy of the executive committee we are to resume the discussion to-day.

The arguments in favor of an affirmative answer to this question are: (1) A course of study that is intrinsically good for the secondary period of education is good also as a preparation for the higher education. (2) Many boys and girls, not originally destined for college, do not decide, until near the end of their high school course, to carry their education further; having reached the stage of mental development which constitutes the essential qualifications for collegiate work, they should not, by the unnatural prescriptions of a rigid scheme of admission requirements be forced to spend an additional year in preparation for college. (3) The study of the classics should not be artificially protected by unjust discrimination against the studies that bring the pupil into intelligent and sympathetic relations with modern life and thought. The force of these arguments is not denied. The question, therefore, that presses for an answer is not, "Is it desirable for the colleges and the non-classical high schools to be closely articulated?" but, "How is such articulation to be effected?"

Two years ago the best method of effecting the desired articulation seemed to be the acceptance by the colleges of any one of the programs of the committee of ten as a satisfactory means of preparation for college. To day, using these programs for guidance and suggestion, we may perhaps be able to construct a more acceptable program for our purpose. A sound and acceptable program for high school work must fulfil these requirements; (1) Due regard for the health and physical development of the growing boy and girl demands that the number of fifty-minute recitation periods be limited to, *i. e.*, do not exceed twenty-five for prepared work and five for unprepared, the latter including moderate provision for physical training. (2) In recognition of the æsthetic and spiritual side of life, and as a contribution to the general tone and spirit of the school as an organism, there should also be a moderate provision, within the periods appropriated to unprepared work, for vocal music. (3) That drawing may be effectively used as an auxiliary in the study of other subjects, it should appear as a substantial subject in the first year of the course. The program which I desire to offer for your consideration is as follows:

First year: English, 3 p.; algebra, 4 p.; Latin or modern languages (French or German), 5 p.; history, 2 p.; drawing, or physical geography, 4 p.; physical training (two half-periods), 1 p.; vocal music, 1 p.; total, 20 p.

Second year: English, 3 p.; geometry, 3 p.; Latin or modern

languages (French or German), 4 p.; history, 2 p.; second foreign languages (German or French), 3 p.; botany or zoölogy, 3 p.; physical training (two half-periods), 1 p.; vocal music, 1 p.; total, 20 p.

Third year: English, 2 p.; mathematics (elementary algebra, plane geometry), 4 p.; Latin or modern languages (French or German) 4 p.; history, 2 p.; second foreign languages (German or French), 3 p.; physics or chemistry, 3 p.; physical training (two half-periods) 1.; vocal music, 1.; total, 20 p.

Fourth year: English, 3 p.; physics continued, or chemistry continued, or astronomy, or anatomy, physiology and hygiene, or advanced mathematics, 3 p.; Latin or modern languages (French or German), 6 p.; history and civil government, 3 p.; second foreign languages (German or French), 3 p.; physical training (two half-periods), 1 p.; vocal music, 1 p.; total, 20 p.

The foregoing program follows in the main the general principles embodied in the recommendations of the committee of ten, and yet does not differ radically from many good programs now in use in non-classical high schools. An examination of it by subjects will show (1), that the order of subjects is such that each substantial subject gives to related subjects, or receives from them, due support; (2), that every subject has a sufficient time allotment to give it substantial training value; (3), that the program lends itself easily to the exigencies of a preliminary and a final examination for admission to college. A further consideration of the character and arrangement of the subjects included in the program, with special reference to the use to be made of them in determining admissions to college, will suggest that vocal music, physical training, drawing, and physical geography may be excluded from the list of examinable subjects, and that certified notebooks may safely be accepted as a sufficient guarantee of the kind and amount of work done in botany and zoölogy.

Applying to the program the method of estimating the relative values of the different subjects for purposes of admission to college that was suggested by President Eliot in his recent address before the Harvard Teachers' association, we shall find after excluding the non-examinable subjects, that the number representing the total amount of work offered by the candidate will be 68; that to this total English contributes 11 units, mathematics 11, history 9, science 9, the second foreign language 9, Latin, or the first modern language, 19; and that therefore English, mathematics, history, science, and the second foreign language have approximately the same time allotment, and the first foreign language almost exactly double that time allotment. These proportions obviously make the assignment of equitable relative values to the several examinable subjects a very simple matter.

Milwaukee, Wisconsin, Meeting of the N. E. A., July 6 to 9, 1897.



## New Books.



**The Problem of Elementary Composition.** With Suggestions for its Solution. By ELIZABETH H. SPALDING, of Pratt Institute, Brooklyn, N. Y. Cloth. 120 pages, 40 cents.

### Select Poems of Burns.

Edited, with Introduction, Notes, and Glossary, by ANDREW J. GEORGE, editor of "Select Poems of Wordsworth," etc. Cloth. Illustrated. 406 pages, 90 cents.

### Tennyson's Princess.

With Introduction and Notes by ANDREW J. GEORGE. Cloth. 200 pages, 40 cents.

### The Arden Shakespeare.

With Interpretative Notes and Introductions. Reclay: *Macbeth, As You Like It, Hamlet, Julius Caesar, Twelfth Night, Richard II., Henry V.* In November: *A Midsummer Night's Dream and Richard III.* In December: *The Merchant of Venice and Cymbeline.* In January: *The Tempest.* The remaining volumes are in preparation. Send for descriptive circular. Cloth. Each play in a volume, 40c.

### Elementary Inductive Physical Science.

By F. H. BAILEY. Cloth. 138 pages, 50 cents. A revised and enlarged edition, containing parts I. and II. of a course in Physics for grammar schools.

### Practical Methods in Microscopy.

By CHARLES H. CLARK. Cloth. Illustrated. 277 pages, \$1.60.

Second edition, revised and enlarged by the addition of methods for advanced work.

### Laboratory Manual in Organic Chemistry.

By W. R. ORNDORFF. Boards. 212 pages, 35 cents.

New edition, revised and enlarged.

### Compendium of United States and Contemporary History.

By ANNIE E. WILSON. Cloth. 104 pages, 40 cents.

### Child Observations.

First Series. Imitation and Allied Activities. By Students of the State Normal School, Worcester, Mass. With an Introduction by Principal E. H. RUSSELL. Cloth. 300 pages, \$1.50.

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## Letters.

Several months ago, a definition of money appeared in THE JOURNAL in which it seemed to me what is called primary money and substitute money were confounded. I think the best authorities declare that the term money includes only primary money which must be something that has value in itself and be recognized generally as interchangeable for other things. Why it has this value we cannot say, we only know it has it. Not all things are money, though they are valuable. A diamond is valuable, but I cannot get the butcher to take it. The things that are recognized all over the world as valuable and interchangeable are gold and silver. A piece of gold was found in a grave in Cyprus; it had a value as soon as it was known to be gold. A silver ring was dug up on the site of old Troy; its value was known at once by weighing it.

There are those who think a government can stamp a piece of gold and make it more valuable than it is, but this is a mistake; a government cannot create money; it stamps pieces of gold or silver so we can know the value of them; for example, it stamps a piece of gold of twenty-five grains as a dollar. Paper may be stamped by the government and it will pass from hand to hand because the promise is to pay money for it on demand; but the paper itself is not money.

If we take a gold dollar to Europe they look to see how many grains it contains and then receive it at that valuation; if we take a silver dollar over there they look in their books to see how many grains it contains and receive it on that basis. How this value is fixed to gold and silver no one knows; it is like light and other forces of nature; it is here; it has that value, and that is all we can say about it. A government may declare how many grains shall be put in a dollar; when that is known the price of wheat, corn, the price of teaching and preaching will be regulated by it.

Man does not make gold or silver; nor does he make wheat and corn. All the advantage of having gold or silver instead of wheat or corn is that they are exchangeable for other things. The peculiarities of money are its recognized value and its exchangeability. There should be a clear understanding that the paper we carry about is not money, but a representative of money; yet we often apply the term to bills and checks. Then the idea must be grasped that it is not the government that fixes the value of gold

or silver; that is fixed by general consent; so general consent fixes that it is good to have a roof over your head and many other things; a grain of gold or silver is worth just as much in all part of the world.

St. Louis.

H. G. BROWN.

In an article on "Homes for Teachers" published in a late number of your valuable journal I noticed that your criticism on "No. 2," "To care for the sick, disabled, and aged members," "if carried out would be a good thing though better left out for the present."

I have taught in New York city for thirty years, made money, invested, and lost; of course I cannot teach much longer, although in excellent health, as younger teachers have the preference.

Will you not urge in your far-famed journal the building of a "Teachers' Rest" for private school teachers? True, there are homes there, but of course not congenial to teachers. There is a "Teachers' Rest" at Tompkin's Cove, Rockland Co., N. Y., but it is a boarding house for the summer. PRIVATE TEACHER.

## Fall and Winter Meetings.

October 16.—Connecticut State Teachers' Association at New Haven. Among the speakers will be President Merrill E. Gates, of Amherst college; Dr. Edgar D. Shimer, New York; Mrs. James L. Hughes, Toronto, Canada; Miss Amalie Hofer, Chicago, Ill.; Dr. E. W. Scripture, New Haven; Miss Anna E. Hill, Springfield, Mass.; F. E. Howard, Bridgeport; Brainard Kellogg, New York; Mr. Houston, New Haven; Dr. Samuel Thurber, Boston, Mass.; Gustav Larson, Boston, Mass.; Miss Emelene Dunn, Willimantic; Charles E. Sargent, New Haven.

October 29-31.—Rhode Island State Teachers' Association at Providence.

November 6.—New England Association of School Superintendents.

November 12-14.—Vermont State Teachers' Association at St. Albans.

December.—Holiday Conference of the Associated Academic Principals of New York State at Syracuse.

December.—Fourth Annual meeting of the Association of Grammar School Principals of New York State at Syracuse.

December.—New Jersey State Teachers' Association at Trenton. S. E. Manness, Camden, president; J. H. Hu'sarth, Dover, secretary.

December 28-31.—California State Teachers' Association at San Jose.

December 29.—Iowa State Teachers' Association at Des Moines.

December 29-31.—Colorado State Teachers' Association at Denver.

P. K. Pattison, Colorado Springs, president; Fred. Dick, Denver, secretary.

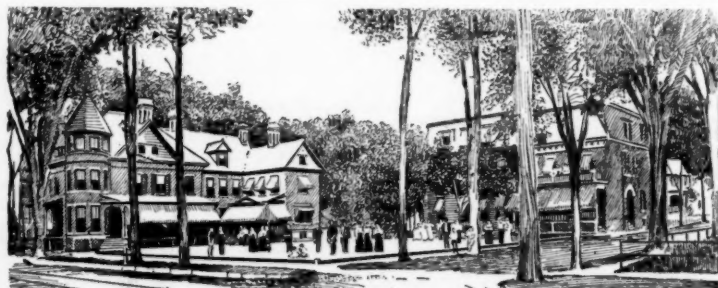
July 6-9, 1897.—National Educational Association meets at Milwaukee, Wis.

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\*\*\*

In order to bring before the public the advantages of the absorption treatment, which does away with all risk in treating the eyes and furnishes a home treatment, which can be safely used at the patient's home when it is impossible to visit the



Bemis Sanitarium, Glens Falls, N. Y.



E. H. BEMIS, Eye Specialist,  
Originator of the Absorption  
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sanitarium, we would state that a valuable pamphlet will be forwarded to any address free by mentioning THE SCHOOL JOURNAL, and should be read in every family, as it gives the cause of failing eyesight and diseased eyes, how prevented and cured. The rapid increase in the number of persons who are becoming blind and relying upon artificial aids to see, demands a treatment which will reach the cause.

## New Books.

It might be supposed that the demand for spelling books had somewhat subsided, but the appearance of a volume of 150 pages prepared by Supt. S. T. Dutton, of Brookline, Mass., shows this is not the case. After much argument the complaint against the spelling book was found to arise from its misuse. Spelling is learned mainly from writing words; this compels attention to the succession of the letters. How the words shall be selected and how they shall be put before the pupil are the main questions. This volume has a carefully selected and well graded list of words. It is really surprising to find that words have been grouped under some fifty titles such as Animals, Flowers, Summer, Winter, Earth, Ocean, etc. This is a capital plan. These lessons are given for copying and dictation, and many of these are selected from the best writers such as Emerson, Lowell, etc.; many too from the poets. These are followed by the most difficult words arranged in columns for review.

Supt. Dutton is widely known as a man who takes very broad views of education and yet as one who is exceedingly practical. This volume cannot fail to find acceptance because it is constructed on sound principles and possesses the power to interest the child into whose hands it may fall. (The Morse Company, New York)

A volume of *Briefs for Debate* on current political, economic, and social topics has been edited by W. Du Bois Brookings, A.B., of the Harvard law school, and Ralph Curtis Ringwalt, A. B., assistant in rhetoric in Columbia university. An introduction on the art of debating by Prof. Albert Bushnell Hart, of Harvard, is full of suggestion for students. The aims of the editors have been: (1) to furnish a text-book for formal courses in public speaking and discussion; (2) to provide a manual for literary and debating societies; and (3) to give the ordinary worker, not a specialist in the subjects treated, suggestion and assistance. The basis has been a collection of some two hundred briefs prepared during the past ten years by students in Harvard university, under the direction of instructors. These have been carefully worked over, and the bibliographies enlarged and verified. New topics and lists of questions for debate have been added. Topics are given under the following heads: suffrage parties, political methods, institutions, foreign policy, domestic policy, currency, tariff, taxation, labor, liquor, education, etc. The arguments on both sides are given in brief space. (Longmans, Green & Co., New York)

The power of a good song to instill patriotic sentiment is well expressed in that old and hackneyed saying, "Let me write the

songs of a nation and I care not who makes its laws." There is a strong hint here for those who would teach patriotism to our future voters, and yet singing national songs has not been done systematically to any very large extent. The youth of our land ought to become familiar with all our good national songs, and there are plenty of them. *Songs of a Nation* compiled by Charles W. Johnson, with an introductory chapter on "Music in Schools," by Leonard B. Marshall, therefore supplies a peculiar want. Twenty-five of our most representative national songs are presented, together with the patriotic songs of other nations, nineteen in number, many of which are seldom heard in this country. It is most fitting that these songs should be included with our own, since, as is happily stated in the preface of the book, we are a composite nation, and our own national musical literature has been interwoven with the national songs, folk songs, and ballads, that have been brought to us from across the seas. To this wide collection of patriotic songs is added an interesting group of new songs, the words of which were written by Dr. Samuel Francis Smith, author of "America." These stirring patriotic poems were first given to the public about a year ago, in a collection of Dr. Smith's poems called "Poems of Home and Country." They have been given a very beautiful and appropriate musical setting by Mr. Leonard B. Marshall. Among them are songs for Memorial day and other special occasions. Many of the "old favorites" find a place here, especially songs concerning home and home life. The peculiar attraction of the college song has not been overlooked, as the collection includes a limited number of the choicest. The book closes with a number of the finest devotional songs, entirely undenominational in character, which are especially appropriate for use in connection with songs of country and home. The songs are arranged for mixed voices, and the scores for all parts are within easy range. The book will not only be read widely in schools but in homes, institutes, lodges, and other places where such songs are sung. It is beautifully printed, and has an American flag in colors on the cover. (Silver, Burdett & Co., Boston. Introductory price, 60 cents.)

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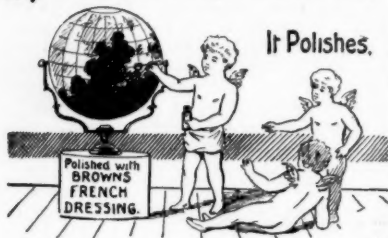
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## Literary Notes.

Henry Holt & Co. will publish at once *Modern Political Orations*, being twenty-three of the best delivered in England, beginning with Lord Brougham's on Negro Emancipation (1837) and concluding with John Morley's on Home Rule, and including speeches by Macaulay, Fox, O'Connell, Bulwer Lytton, John Bright, Earl Russell, Beaconsfield, Gladstone, Bradlaugh, Justin McCarthy, Churchill, Chamberlain, Parnell, and others. The book is edited by Leopold Wagner.

An authorized translation of Miss Ruth Putnam's *Life of William of Orange* has been prepared by Dr. D. C. Nijhoff, of The Hague, and is being issued in that city by Loman & Funk. The author has recently received the honor of an election to the Society of Literature of the Netherlands, the headquarters of which are in Leyden. The society dates from 1778. Miss Putnam is the first foreign woman who has been so honored. Of the English version, published in New York and London, a second edition is now on the press.

D. Appleton & Co. announce for early publication the first volume of the great historical work which has occupied the energies of Edward Eggleston for the greater part of the last sixteen years. The general title is, "A History of Life in the United States," the first volume—*The Beginnings of a Nation*—dealing with the causes and motives of the seventeenth-century migrations.

A. C. McClurg & Co., Chicago, will publish immediately a small volume of poems by Emily Huntington Miller. The title, *From Avalon*, seems to indicate that the book is the product of the author's leisure hours, Avalon being the island to which, as Tennyson tells us, King Arthur retired "for healing and for rest." The same house is about to publish a collection of short poems on familiar subjects, under the title of *Blue and Gold*, by William S. Lord, a new poet.

Charles Scribner's Sons have now ready The Thistle Edition of the Works of Robert Louis Stevenson. This luxurious edition will be completed by adding to it the author's posthumous writings. This will add probably five volumes to the sixteen already issued, two of which are now ready, "Vilima Letters" and "Fleeming Jenkin," the latter containing also "Records of a Family of Engineers."

During the presidential campaign, the cartoons of Mr. W. A. Rogers in *Harper's Weekly* have been among the most effective methods of presenting arguments and facts.

That Bill Nye's last book, "The Comic History of England," is about to come from the Lippincott press is a pathetic announcement which will interest his thousands of mourners.

Gladstone has about sixty thousand letters, received and sent by him, all arranged and docketed for his biographer, when the time for the biography comes.

One of the greatest afflictions that can come upon a person is the loss of eyesight. When there is danger, then, the part of prudence is to seek treatment without delay. We cheerfully call the attention of such to the sanitarium of E. H. Bemis, at Glens Falls, N. Y. Hundreds have been treated there without the knife or risk, and without the use of drugs. The absorption treatment, as practiced there, simply assists nature and the patients feel that a new lease of life as well as of eyesight has been given them. Some of the testimonials are wonderful. Send for the pamphlet issued by Specialist Bemis, giving the cause of failing eyesight and diseased eyes, and how prevented and cured.

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### Interesting Notes.

No undertaking of as great magnitude as the Waterloo and City Railway has ever before been carried out with so little fuss and commotion. Day by day for the past eighteen months, says the *Railway World*, the great shields have steadily burrowed north and south from the two shafts which were sunk from the stage at Blackfriars to a depth of forty-two feet below the bed of the river. Six months ago the city tunnels were under Queen Victoria street, at a point nearly opposite St. Nicholas church. They have now reached the nearer end of the city station, where two subways have to be constructed for the up and down platforms. The speed with which these borings have been pushed forward is due to the fact that no special difficulties were encountered in working in the clay under the river, or in the strata on the northern bank, which consist of materials that are well adapted for working with the shields.

The expression is often heard, "I hold this thing as dear as the apple of my eye." The apple of the eye is to any one, and especially to the teacher, the most precious possession. Imagine for an instant the inconvenience of loss of eyesight. It should then be carefully guarded. Many go on, day after day, with defective sight, not knowing that they are laying the foundation of serious trouble. They should consult a specialist of some kind. One of the best is E. H. Bemis, of the Glens Falls, N. Y., sanitarium, who issues a pamphlet telling about diseases of the eyes and how to cure them. He uses the absorption treatment, that renders the use of the knife or drugs unnecessary. It does one good to hear the grateful expressions from persons he has benefited.

*Washington's Farewell Address* was dated September 17, 1796 and published two days later. It is, therefore, just a century since that immortal paper was given to the American people. As its centennial comes, every sober and patriotic citizen ought to read its solemn words anew, and ask how well the republic is obeying its admonitions and heeding its warnings. It is fortunate that it is included in the invaluable series of Old South Leaflets, so that for five cents every person may possess himself of a good copy. It ought not only to be read by every voter; it ought to be read and studied by the young people in every public school.

### European Endorsements.

The *London Lancet* of March 28, 1896, says editorially:—"Antikamnia is well spoken of as an analgesic and antipyretic in the treatment of neuralgia, rheumatism, headache, etc., etc. It is not disagreeable to take, and may be had either in powder or tablet form, the latter being made in five grain size. It is described as not a preventive of, but rather as affording relief to, existent pain. By the presence in it of the amine group it appears to exert a stimulating rather than a depressing action on the nerve centers and the system generally. If this be so, it possesses advantages over other coal-tar products.

The concise endorsement of the *Edinburgh Medical Journal*, which appeared in the January issue, is equally interesting.—"This is one of the many coal tar products which have lately been introduced into medicine in Scotland. In doses of three to ten grains according to age antikamnia acts as a speedy and effective pain reliever."

An entire locomotive building plant, valued at \$35,000, was shipped from Philadelphia September 29, to the Russian-American Company, its owners. It is to be erected at Nijni Novgorod, the leading commercial metropolis of the interior of Russia. It will be operated in connection with the car and boiler works of the company. It will furnish employment to 1,000 hands and will be able to turn out 200 engines a year.


### Sickness Among Children,

is prevalent at all seasons of the year, but can be avoided largely when they are properly cared for. *Infant Health* is the title of a valuable pamphlet accessible to all who will send address to the N. Y. Condensed Milk Co., N. Y. City.

The United States Assay Office in this city received a chunk of gold which weighed 4.747 ounces, the largest single mass of gold ever received at the office. It was for the account of the Caribou Hydraulic Mining Company, of British Columbia, and was in the shape of a cone 9½ inches at the base and 12½ inches high. The officials estimated its value at \$85,446.

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